Intentional and Explicit Teaching of Citizenship

Democracy is fragile and requires eternal vigilance and participation.
Concentus Citizenship Education
Session Outcomes

• Why Citizenship Education?
• What’s in the resources?
  – Grade Based Resources
  – Essential Citizenship Competencies
  – Courageous Conversations
• How does it support your work?
  – Education Sector Strategic Planning
  – Truth and Reconciliation Calls to Action
• Implementation considerations / How can you get started?
Why do this?
What is the need?

https://www.youtube.com/watch?v=b_I4zi4p9WI
Why do this?
What is the need?

• Democracy is fragile and requires eternal vigilance and participation
• Education is an SHRC mandate
• Enlightened, empathetic citizens appreciate and seek to understand other points of view and perspectives
Challenging the Status Quo

“Quality learning experiences place education into culture rather than continuing the practice of placing culture into education.” Pewewardy (1992)

Students must develop a critical consciousness through which they challenge the status quo of the current social order.

Pg. 14 Rights, Responsibilities, and Respect.
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How does it connect to your work?

• Do students think about their rights and feel responsible to address social injustice?
• What are the impacts of diversity in your schools?
• What are your Education Strategic Sector goals?
• What are your plans to address Reconciliation?
TRC Calls to Action ask educators to...

• use age appropriate curriculum kindergarten to grade 12
• teach about residential schools, and treaties
• teach about Aboriginal peoples’ historical and contemporary contributions to Canada
• build student capacity for inter-cultural understanding, empathy, and respect
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What is it?

• Grade-specific kindergarten to grade 12 teacher resources
• Resources that support the intentional and explicit teaching of citizenship
• Resources focus on developing understanding of:
  – Rights of citizens
  – Responsibilities of citizens to maintain rights
  – Respect needed for Canada’s multi-cultural society
Concentus Citizenship Additional Resources

Rights, Responsibilities, Respect: Essential Citizenship Competencies

- Overview of Concentus Citizenship Philosophy

Courageous Conversations

- Six Social Contexts impacting Citizenship

Learning Community Brochures

- Targeted information for specific stakeholders

Website: www.concentus.ca

Concentus Citizenship Education Foundation
Design Process

Teacher Development Group
K – 12 perspectives
Provincial perspective
Developed by teachers for teachers

Advisory Committee
Ministry of Education
Universities
FSIN, SELU, SHRC
LEADS, STF, SSBA

Vetting Teachers
K- 6 vetting- 2013 -2014
7 - 12 vetting – 2014 – 2015

Provincial Implementation
Teachers
Interested School Divisions
Universities, Post Secondary Institutions
Linked to Ministry of Ed Social Sciences curricula

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Aligned with Sask. Curriculum

- Provides a framework for incorporating Social Science teachings through a citizenship lens that incorporates the Broad Goals of Learning
- Provides First Nations and Métis perspectives and links to the Treaty Essential Learnings
- Supports critical and reflective thinking
- Supports constructivist learning
- Identifies cross-curricular connections to other subject areas

Social Sciences Outcomes and Majority of Indicators

Inquiries based on Understanding by Design (UbD) principles

All inquiries linked to the Essential Citizenship Competencies

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Connection to Education Sector Strategic Plan and other strategies/goals

- Truth and Reconciliation Calls to Action
- Safe and Caring Schools
- Disabilities Strategy
- Following Their Voices
- Bullying Prevention
- Increasing Student Engagement
- Increasing Graduation Rates of First Nations and Métis students

Strategic Intents
Enduring Strategies

Mental Health and Addictions Strategy

Poverty Reduction

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Systems excellence in education requires that the entire society perform harmoniously.

- Pasi Sahlberg (Finland)

Schools must develop students who are powerful thinkers, innovators and global citizens.

- Simon Breakspear (Australia)

Teach less, learn more.

- Pak Tee Ng (Singapore)

Institute for Canadian Citizenship

We have individual rights, but we also have duties to others.

- The Rt Honorable Adrienne Clarkson

Azrieli Foundation (Ontario)

Museum of Human Rights (Winnipeg)
Citizenship Engagement: 
A Continuum of Behaviours

<table>
<thead>
<tr>
<th>Personally Responsible</th>
<th>Participatory</th>
<th>Justice-oriented</th>
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<tbody>
<tr>
<td>Social actors or active citizens</td>
<td>Take active part in the civic and social life of their communities.</td>
<td>Critically analyze structure of inequality</td>
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<tr>
<td>Involved in autonomous social action</td>
<td>Assume roles in neighborhoods, schools, political parties, organizations, etc.</td>
<td>Consider strategies to challenge injustice and address root causes of social issues.</td>
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What does this look like?

<table>
<thead>
<tr>
<th>Sample Action</th>
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<tr>
<td>Contributes food to food drive</td>
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Essential Citizenship Competencies
What are they?

Saskatchewan’s approach to citizenship education is intended to build five essential citizenship competencies.... They are meant to be considered as an interwoven fabric of citizenship when fully understood.
How do Citizenship Resources Reflect Effective Educational Practice? What is my role as a teacher?

- Help students become aware of their thinking
- Continue to push toward justice-orientation end of Citizenship Engagement continuum

- Connect to current local or global contexts and current local or global issues.
- Allow time for reflection and change of thought.
- Use culturally responsive pedagogy

- Have students discover themes and similarities
- Connect learning to citizenship goals...
  - Why is this important to know?
  - What will you do with this information?

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Citizenship Inquiry Example
Gr. 6 Engaged Citizens

Sask. curricular outcome:
Analyse the distribution of power and privilege.

**Inquiry question:**
- What is privilege and what are its impacts?
- What is the relationship between power and privilege?

**Think about... Talk about...**
- *Does multi-culturalism truly exist in Canada?*
- *Do all citizens experience rights and freedoms the same way?*
- *What happens when rights are not equal?*
Who can say this?

- I can be pretty sure of renting a place to live in an area that I can afford and would want to live.
- I can go shopping alone and be sure that I will not be followed or harassed by store detectives.
- I can turn on the television or read a magazine and see people of my race widely and positively represented.
- I can go into a supermarket and find the staple foods that fit with my cultural traditions.
- I know I will continue my education after high school and find a job connected to my studies.
Canada is a country that celebrates and honours diversity.

Find examples from current news stories that prove and disprove this statement.
Citizenship Inquiry Example – High School

- Inquiry question: What responsibilities do we have to each other? How do we address injustice in society?
- Students will first identify an injustice then develop and implement an action plan
- Students are evaluated by reflecting on their implementation of their action plan
- At high school level this work builds and develops students in all five ECCs
Inquiry: What responsibility do we have to each other?

Is Canada a “Just Society”?

• Introduce the concept of Pierre Elliot Trudeau’s idea of Canada as a Just Society (YouTube Clip)

• As a class, have the students determine what their idea of a Just Society would look like. Continue facilitating this discussion until the class reaches a consensus on the definition of a Just Society.

• Post this definition in a prominent place within the classroom.
Inquiry: What responsibility do we have to each other?

Using the posted class definition as a lens:

• “Is Canada a Just Society?"
• Examine various literature, historical events, privilege and marginalization, social policies, political ideologies, etc.

Background knowledge of the question built through class examination of:

• *Indian Horse* by Richard Wagamese: *focuses on Indian Residential Schools and racism in Canadian Society*
• Indian Act, Treaties, examples of privilege and marginalization, social justice slam poetry, economics, honoured and silenced voices,
• Social Justice Novel Study: literature, poetry, short stories, etc. based on personal narratives within Canadian society
• Canadian democratic worldview: Charter of Rights and Freedoms, judicial system, multiculturalism, political system, minority rights, etc.
• Environmental stewardship vs. resource exploitation
• Canada’s role in global affairs
Reconciliation

is a process of healing that calls on all Canadians to recognize the injustices experienced by Indigenous Canadians and build more positive relationships. Every generation has a role to play in this long journey, and every day is an opportunity to take small steps forward through learning and dialogue.

Saskatoon Star Phoenix, March 11, 2017

Concentus Citizenship Education Foundation
Concentus Citizenship Education: Implementation Considerations

- www.concentus.ca
- Developing an intentional citizenship philosophy
- Increasing Teacher Understanding
- Building Administrative Support
- Involving School Community Councils
Concentus Citizenship Education: 
Teaching through a 
Citizenship lens

• How will these resources support your school, 
division goals?

  Strengths, Limitations

• Where will you start?

• What supports do you need from Concentus?
Thank you

For further information, contact:

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Or
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Toll free: 1-800-667-9249