

StFX Master of Education in Leadership in Indigenous Education

Summer 2021-Summer 2023

This cohort is open to educators interested in First Nation, Métis and Inuit education. When sharing the final report of the Truth and Reconciliation Commission (2015), Senator Murray Sinclair stated that “Education got us into this mess and education will get us out of it.” This cohort has been popular with Indigenous and non-Indigenous educators from across the country (Nova Scotia, Nunavik, Nunavut, Northwest Territories, Northern Alberta, and Northern Manitoba), bringing a great deal of diversity and richness to our learning conversations.

Graduate students will complete their first two synchronous online courses during July of 2021 using Collaborate/Moodle. The remaining 10 courses in the program can also be completed online synchronously. Graduate students should ensure their communities have adequate bandwidth and that they themselves have adequate personal resources (computer and internet connections) to support distance learning. Laptop computers are highly recommended over tablets for distance learning. Prior experience in distance learning is not a prerequisite for this cohort and pedagogical support will be provided.

Tentative Program Sequence and Outline

LOCATION	SUMMER 2021	FALL 2021	WINTER 2022	SPRING 2022	SUMMER 2022	FALL 2022	WINTER 2023	SPRING 2023	SUMMER 2023
Online Via collaborate/Moodle	534 505	541	561	569	532 520D	573	508	544	509 533

EDUC 534

Foundations of Education

This course provides graduate students with an opportunity to examine and expand their own personal perspectives and to situate themselves with relation to social justice teaching aimed at enhancing the success of Indigenous learners. A decolonizing framework will challenge Eurocentric thinking that has for so long influenced schooling in First Nations/Métis/Inuit communities.

EDUC 505

Introduction to Education Research

This course builds on the conversations about decolonization and introduces students to approaches to educational research that can lead to school improvement. Research paradigms and methods that challenge Eurocentrism will be examined.

EDUC 541

Administration of Indigenous Schools

This course focuses on the history of formal schooling in Indigenous communities and examines issues, challenges, and successes in schooling. Conceptions of learning from First Nations, Métis and Inuit perspectives will be explored. Decolonizing approaches to schooling will be highlighted. The National Panel on First Nation Elementary and Secondary Education for Students on Reserve in Canada has praised the work of MK schools which boast a 75% graduation rate for Mi'kmaw students, twice the national average for Aboriginal students. Several examples will be pulled from MK schools but other case studies of successful decolonizing projects from across the country will be explored.

EDUC 561

Leadership and Administrative Theories

This course examines conceptions of leadership drawn from Indigenous contexts. Graduate students will explore models of leadership that support Indigenous ways of knowing/being/doing and are distributed, shared and inclusive in nature.

EDUC 569

Indigenous Knowledges and Art

This course will examine Indigenous knowledges through the exploration of arts-based pedagogies. The course will explore historical and contemporary Indigenous art and the ways in which such art can be used to teach about Indigenous histories and knowledge systems. Students will both consider the role of art in stimulating learning and engage in the creation of art themselves. Explorations of the ways in which Indigenous art can support decolonizing our classrooms will be a central focus of the course.

EDUC 532 Curriculum Theory

Indigenous-focused curricula and theory will be the focus of exploration in this course. Indigenous perspectives will be brought to education and schools. Decolonizing mainstream curricula as well as honoring Indigenous voices and texts will help imagine how we may affirm Indigenous people, historically, in the present and in the future.

EDUC 520D

Current Research in Curriculum: Infusing Indigenous Perspectives in Math and Science Education

This course explores ways that Eurocentricism in math and science education is being decolonized. Case studies, curriculum initiatives and examples of creating spaces for Elder knowledge(s) in schools from a variety of different Indigenous contexts will be celebrated in this course.

EDUC 573

Professional Development and Supervision

This course addresses the supervision of an instructional program and the professional development process which enhances learner success. Graduate students will identify ways to support teacher learning in their own particular context.

EDUC 508

Critical Research Literacy in Education

This course focuses upon helping students read and interpret educational research in relation to their own particular context as pertains to Indigenization and decolonization in schools. Graduate students will explore a variety of research publications that focus on Indigenous education to explore critical elements of decolonizing research in relation to these publications.

EDUC 544

Cross-cultural issues in Education: Working with Families and Communities

This course examines the ways that school/community partnerships enrich learning for all students. The course draws on the experience of Indigenous communities that have successfully built partnerships extending the school into the community and bringing the community into the school. Community wellness will also be a major theme in this course and links will be made between FNMI cultural and language reclamation and wellness.

EDUC 509

Trauma Informed Practice

This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships and utilizing classroom adaptations.

EDUC 533

Dynamics of Change

The major concepts in the successful implementation of change will be examined, with particular emphasis upon change leadership to both decolonize and Indigenize education.

Information and Admission Procedures

Applications for this program will be accepted until March 31, 2021

The application information can be found at <http://sites.stfx.ca/continuingeducation/master>

For additional StFX admission enquiries please contact med@stfx.ca