

## StFX Master of Education in Leadership In Indigenous Education

### Summer 2023-Summer 2025

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 may be required to attend a face-to-face program on campus in Antigonish during the month of July 2024. This face-to-face experience has proven to be a very successful introduction to graduate education and develops a strong and supportive community of learners which is one of the great strengths of the cohort.

The remaining 10 courses in the program can be completed online synchronously using Collaborate/Moodle. 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. **Online courses are typically held 7:00-10:00 pm (Atlantic Time).** For additional StFX admission inquiries, please contact [med@stfx.ca](mailto:med@stfx.ca).

### Program sequence and outline:

| LOCATION                                 | SUMMER<br>2023 | FALL<br>2023 | WINTER<br>2024 | SPRING<br>2024 | SUMMER<br>2024 | FALL<br>2024 | WINTER<br>2025 | SPRING<br>2025 | SUMMER<br>2025 |
|------------------------------------------|----------------|--------------|----------------|----------------|----------------|--------------|----------------|----------------|----------------|
| Blended/Online<br>Via collaborate/Moodle | 534<br>505     | 541          | 561            | 509            | 520D<br>TBA    | 532          | 573            | 508            | 533<br>544     |

#### 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 drawn 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 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 520D**

#### **Selected Topics in Education: Infusing Indigenous Perspectives in Math and Science Education**

This course explores ways that Eurocentrism 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.

### **To Be Announced**

### **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 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 work to identify ways to support teacher learning in their own context(s).

### **EDUC 508**

#### **Critical Research Literacy in Education**

This course focuses on reading and interpreting educational research in relation to their own context as it is related 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 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.

### **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.

### **Information and Admission Procedures**

Applications for this program will be accepted until March 31, 2023.

The application information can be found at: <https://www.mystfx.ca/masters-of-education/applications-and-forms>