



## MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND POLICY

### Culturally Relevant Pedagogy Concentration

### July 2026–June 2028

The StFX Faculty of Education has developed a **Master of Education in Administration and Policy to prepare educators to be leaders in Culturally Relevant Pedagogy** for qualified in-service educators. As such, it advances the instructional capabilities of participants to support the learning of all students with a particular focus upon equitable learning for Mi'kmaq and African Nova Scotian learners. The purpose of the cohort is to advance the instructional and leadership capabilities of participants to support the learning of all students **with a particular focus upon equitable learning for Indigenous and Black learners.**

Graduate students participate in online courses (this is the only cohort that is 100% online). The first summer courses are condensed over two-week blocks (July 6, 8, 10, 13, 14, 16 and July 20, 22, 24, 27, 28, 30) with a start time of 8:30 am and end time of 3:30 pm, Atlantic Time. Weekday online courses will be offered from 6:00 pm – 9:00 pm, Atlantic time (Teams, Collaborate, and/or Zoom).

The **tentative** schedule of courses is included below:

Summer 2026	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028
534 505	515	561	502	504 525	533	573	521D

### Information and Admission Procedures

**Applications for this program will be accepted until February 15, 2026.**

The application information can be found at [How to Apply](#).

For additional StFX admission inquiries please contact [med@stfx.ca](mailto:med@stfx.ca).

For additional inquiries specific to this concentration, please contact Dr. Wendy Mackey at [wmackey@stfx.ca](mailto:wmackey@stfx.ca)

**\*Please note on the application that you are applying to the Master of Education in Administration and Policy – Culturally Relevant Pedagogy Concentration.**

## Course Descriptions

Course
<b>1. EDUC 534 – Foundations of Education</b> – This course provides students with an opportunity to examine and expand their own personal perspectives and to situate themselves with relation to social justice and equity. An anti-racist framework will be used to explore issues related to power, privilege, culture, race, cultural capital, poverty, colonization, institutional and systemic racism.
<b>2. EDUC 505 – Introduction to Education Research</b> – This course aims to instill in educators a teacher researcher stance which allows them to both inquire into their learning context and become more fluent in using research to inform their practice. Teacher inquiry and action research will be explored as a vehicle to introduce approaches to educational research. Literature review methodology will be explored.
<b>3. EDUC 515 – Culturally Responsive Pedagogy</b> – In this course, participants will gain an understanding of culturally responsive pedagogy. Topics to be examined include critically analyzing the root of academic failure among marginalized groups across North America; exploring how educator belief systems impact student achievement and connect to systemic racism; understanding the central role cultural plays in classroom instruction and enacting culturally responsive instructional and assessment strategies.
<b>4. EDUC 561 – Leadership and Administrative Theory</b> – This course examines conceptions of leadership and administrative theory that advance culturally relevant pedagogy. Graduate students will explore models of leadership that pay particular attention to models of leadership that are distributed, shared, and inclusive in nature.
<b>5. EDUC 502 – Education of African Nova Scotian/African Canadian Learners 1</b> – This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students.
<b>6. EDUC 504 – Education of African Nova Scotian/African Canadian Learners II</b> – This course builds upon the work begun in <i>Education of African Nova Scotian/African Canadian Learners 1</i> and further explores Afrocentricity as a major construct in organizing teaching and learning. Examples of Afrocentricity in schooling within Nova Scotia and other Canadian jurisdictions will be explored and developed.
<b>7. EDUC 525 – Treaty Education</b> – Building on the recommendations of the Truth and Reconciliation Commission (2015), this course uses an education <i>as reconciliation</i> framework from which to challenge Eurocentrism in schooling. Teachers will engage in unlearning Eurocentric assumptions and knowledge and relearn Indigenous knowledge, skills and attitudes that will allow them to successfully educate all students about their treaty responsibilities in support of this provincial initiative.
<b>8. EDUC 533 – Dynamics of Change</b> – The major concepts in the successful implementation of change will be examined, with particular emphasis upon change leadership as it relates to implementing Culturally Relevant Pedagogy within schools.
<b>9. EDUC 573 - Professional Development and Supervision</b> - This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits.
<b>10. EDUC 521D – Diverse Cultures: Indigenous Education Pedagogy</b> – This course focuses on the schooling of Mi'kmaw and other First Nations learners and explores issues, challenges and successes in educating students of Indigenous heritage. A decolonization lens will be used through which to examine and enact Indigenous curriculum, teaching, and assessment.