



## **MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION**

### **Land and Sea-based Learning**

### **July 2026–June 2028**

The StFX Faculty of Education is proposing to offer a province-wide Master of Education (MEd; Curriculum and Leadership) cohort with a focus in Land and Sea-based Learning for qualified in-service teachers beginning in the summer of 2026. The Land and Sea-based Master's Program in Mi'kma'ki will prepare teachers to deepen their understanding of Mi'kmaq ways of knowing, doing, and being through land and sea-based learning, engage in community and land-connected research grounded in Indigenous methodologies, and explore issues of climate justice through a decolonized lens. By drawing on diverse knowledge systems, educators will learn to foster reciprocity with the natural world, and integrate Indigenous governance, sustainability, and relational approaches into their teaching and research. Every course will infuse the following pillars:

- Students will engage deeply with Mi'kmaq knowledge systems and learn from the human and more-than-human communities across Mi'kma'ki, grounding their practice in local relationships, language, stories, and teachings.
- The program will center Indigenous research methodologies and support students in developing decolonizing approaches to curriculum, pedagogy, and inquiry that honor community relationships and challenge colonial structures in education.
- Students will examine how ethical relationality guides responsible relationships with land, water, people, and more-than-human communities, drawing on principles such as *netukulimk* to foster reciprocal care and learning.
- Students will explore how ecological and social systems shape one another, and how climate justice requires caring for local land and community well-being while also understanding how broader environmental and societal forces connect relations in Mi'kma'ki with life around the world.

Graduate students will be required to complete two in-person, face-to-face (F2F) courses during a four-week Summer Institute held in July 2026 and an additional two F2F courses as part of a second four-week Summer Institute held in July 2027. The first summer courses will be condensed over two-week blocks (July 6, 8, 10, 13, 14, 16; July 20, 22, 24, 27, 28, 30) a start time of 8:30am and end time of 3:30pm, Atlantic Standard Time (AST). Summer Institute courses will be held primarily in and around Antigonish with some travel to regions across Mi'kma'ki expected. Campus accommodations Over years one and two, during the fall, winter, and spring terms, weekday synchronous online courses will be offered from 6:00pm – 9:00pm, AST (Teams or Collaborate). During the spring, fall and winter terms, over years one and two, up to four courses will be additionally offered in a hybrid format: students will be required to spend up to four Saturdays with the class from 8:30am – 3:30pm with the rest of the course offered online during the evenings, most likely from 6:00pm – 9:00pm, AST, via Teams or Collaborate. For hybrid classes, some travel to diverse locations around Mi'kma'ki will be required.

## Accommodations

Please note accommodations can be secured in StFX's residence halls. There are two options, one at \$275.00/week (without AC) and one at \$342.50/week (with AC). Information about both options can be found [HERE](#). To book a room at StFX, please contact the following [stay@stfx.ca](mailto:stay@stfx.ca). Student inquiries can be made by emailing [stay@stfx.ca](mailto:stay@stfx.ca) or calling 902-867-4687.

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 Foundations of Education (F2F) | 505 Indigenous Research Methodologies (OL) | 532 Curriculum Theory (OL) | 525 Treaty Education (Hybrid) | 521J Sea-Based Learning (F2F) | 520J Land-Based (Hybrid) | 536 Program Development (OL) | 526 Pedagogy and Practice (Hybrid) |
| 527 Principles of Learning (F2F)   |  |                            |                               | 520D Land-Based Science (F2F) |                          |                              |                                    |

## Information and Admission Procedures

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

The application information can be found at [https://apply.stfx.ca/prodssb/bwskalog.p\\_disloginnew](https://apply.stfx.ca/prodssb/bwskalog.p_disloginnew)

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

For additional inquiries specific to this concentration, please contact Alice Johnston at [ajohnsto@stfx.ca](mailto:ajohnsto@stfx.ca).

**\*Please note on the application that you are applying to the Master of Education in Curriculum and Instruction – Land- and Sea- based Learning Cohort.**

## Course Descriptions

| Course   | Title   |
|----------|---|
| EDUC 534 | <b>F2F: Foundations of Education</b><br>Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction, and sociological analysis. In this cohort, students will ground this critical work in Mi'kmaq knowledge systems and land-connected perspectives that intentionally support decolonizing and relational approaches to education across Mi'kma'ki.   |
| EDUC 527 | <b>F2F: Principles of Learning</b><br>This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviourist theories, the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners. Teachers will explore current theories and their implications for practice. In this cohort, we will specifically examine Indigenous theories of learning and how they apply to Land and Sea-based learning.  |
| EDUC 505 | <b>OL: Introduction to Educational Research- Indigenous Research Methodologies</b><br>This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making. This course will specifically focus on Indigenous research methodologies. |

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| <b>EDUC 532</b>  | <b>OL: Curriculum Theory</b><br>This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. 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. |
| <b>EDUC 525</b>  | <b>Hybrid: Treaty Education</b><br>Participants will develop a deeper and broader understanding of the treaties signed between First Nations and the Crown in Mi'kmaw. Participants will become familiar with the Treaty Education Curriculum Framework and its four overarching questions: "Who are the Mi'kmaw historically and today? What are the treaties and why are they important? What happened to the treaty relationship in Nova Scotia? What are we doing to reconcile our shared history to ensure justice and equity?"   |
| <b>EDUC 521J</b> | <b>F2F: Current Research in Curriculum: Outdoor/Experiential Education (Sea-Based)</b><br>A critical exploration of recent theories and research related to current issues in instruction in Land and Sea-based learning. Specifically, grounded in Mi'kmaq knowledge systems, participants will explore how Mi'kmaq teachings, including <i>netukulimk</i> , and Sea-connected approaches to learning, intersect with Western experiential and constructivist theories to inform contemporary practices in outdoor learning across P-12 contexts.   |
| <b>520D</b>      | <b>F2F: Current Research in Curriculum: Infusing Indigeneity in Math and Science Education</b><br>A critical exploration of recent theories and research related to current issues in curriculum with a concentration in Diverse Cultures and STEM. This course focuses on infusing Indigeneity in math and science and will specifically look at the intersections of Land and sea-based learning and STEM education.   |
| <b>EDUC 520J</b> | <b>Hybrid: Current Research in Curriculum: Outdoor/Experiential Education (Land-Based)</b><br>A critical exploration of recent theories and research related to current issues in curriculum in Land and Sea-based learning. Grounded in Mi'kmaq knowledge systems participants will explore how holistic Mi'kmaq approaches to learning support mental, physical, spiritual, and emotional development, and how this approach intersects with Western experiential and whole learner theories. Additionally, participants will be invited to consider how Land-connected, experiential practices foster growth and support the decolonization of curriculum across P–12 contexts.   |
| <b>EDUC 536</b>  | <b>OL: Program Development</b><br>In this course, program development is explored from the practitioner's perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Program development in this cohort refers to the efforts made by professional practitioners at a variety of levels to develop culturally relevant Land and Sea-based educational programs for students.   |
| <b>EDUC 526</b>  | <b>Hybrid: Pedagogy and Practice</b><br>The focus in the course is to explore how children and young people experience life and school, and how adults see the world of the child from the adult perspective. The course will position the significance of seeing, and being seen, as central to pedagogical-relational practice and how pupils experience being students. The course is a philosophical examination of relationality (child and adult, student and teacher) by exploring current and traditional pedagogical traditions. This work will be guided by Mi'kmaq understandings of relationality and by place-connected approaches that support decolonizing practice across learning communities.                  |