

StFX Master of Education in Leadership In Indigenous Education (#3)

Summer 2017-Summer 2019

This cohort is open to educators interested in First Nation, Metis and Inuit education. In responding to the report of the Truth and Reconciliation Commission (2015), Aboriginal scholar and activist Wab Kinew has declared that *“education is the best form of reconciliation”*. This cohort has been popular with Indigenous and non-Indigenous educators from all 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 be required to attend a face-to-face program on campus in Antigonish during the month of July 2017 to complete the first 2 courses. The summer experience includes a field trip to a Mi'kmaw community. 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 that 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 held 7:00-10:00 pm (Atlantic Time).**

Program sequence and outline:

LOCATION	SUMMER 2017	FALL 2017	WINTER 2018	SPRING 2018	SUMMER 2018	FALL 2018	WINTER 2019	SPRING 2019	SUMMER 2019
Antigonish StFX Campus	534 505								
Blended /Online Via collaborate/Moodle		541	573	520D	509 532	508	561	544	533 593

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/Metis/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, Metis 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 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 to identify ways to support teacher learning in their own particular context.

EDUC 520D

Selected Topics in Education: 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 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 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 us imagine how we may affirm Indigenous people, historically, in the present and in the future.

EDUC 508

Critical Research Literacy in Education

This course focuses upon reading and interpreting educational research in relation to their own particular context as it related to Indigenization in schools. Graduate students' attention will begin to focus on their final capping experience

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 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 build partnership 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 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 593

Directed Study

This capping course will enable graduate students to engage in an individual or group research activity to deepen their understanding of a particular aspect of Indigenous learning, significant to them in their own particular context.

Information and Admission Procedures

Applications for this program will be accepted until March 15, 2017.

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

For additional StFX admission inquiries please contact med@stfx.ca . **Education in Leadership in Indigenous education.**