

DEPARTMENT OF EDUCATION

COURSE OUTLINE – Fall 2026

ED2150: Indigenous Studies for Classroom Teachers – 3 (3-0-0)

45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:
Omarla Cooke

PHONE: 780-897-9473

OFFICE:

No office at this
time

E-MAIL: OCooke@nwpolytech.ca

OFFICE HOURS:

Available through email at anytime

CALENDAR DESCRIPTION: In this course, students will develop their knowledge of Indigenous peoples' histories, educational experiences and knowledge systems, and will further develop their understanding of the significant connections between such knowledge and the professional roles and obligations of teachers. The course will prepare pre-service teachers to implement Indigenous knowledge, and gain understanding about Ways of Knowing and traditions, including land-based teachings and practices from traditional knowledge holders.

PREREQUISITE(S): None

COREQUISITE(S): Completed or concurrently enrolled in ED2510

REQUIRED MATERIALS:



Deer, F., & Heringer, R. (2023). Indigenous Perspectives at the Cultural Interface: Exploring Student Achievement through School/Community-Based Interventions. *Canadian Journal of Education*, 46(1), 33–55.

Chambers, Cynthia. "'The land is the best teacher I have ever had': places as pedagogy for precarious times (1)." *Journal of Curriculum Theorizing*, vol. 22, no. 3, fall 2006, pp.

27+. *Gale Academic OneFile*,
link.gale.com/apps/doc/A159508001/AONE?u=anon~1a999113&sid=googleScholar&xid=3eed8d71

Bowra, A., Mashford, P. A., & Poland, B. (2021). Indigenous learning on Turtle Island: A review of the literature on land-based learning. *Canadian Geographer*, 65(2), 132–140. <https://doi.org/10.1111/cag.12659>

Truth and Reconciliation Commission (2015). *Canada's Residential Schools: The History, Part 2, 1939 to 2000: The Final Report of the Truth and Reconciliation Commission of Canada, Volume I* (Vol. 00001). McGill-Queen's University Press.

Kempf, A. (2022). Toward deeper unconscious racial bias work in education. *Teachers College Record the Voice of Scholarship in Education*, 124(11), 3–29.
<https://doi.org/10.1177/01614681221142535>

Staats, C. (2016). Understanding Implicit Bias: What Educators Should Know. *American Educator*, 39(4), 29–33.

Pind, J. (2024). Truth and Reconciliation Through Education: Stories of Decolonizing Practices. *Alberta Journal of Educational Research*, 70(2), 397–399.
<https://doi.org/10.55016/ojs/ajer.v70i2.78956>

(2024). Weaving Indigenous Knowledges into the Classroom as a Tool to Combat Racism. *Journal of Contemporary Issues in Education*, 19(1).
<https://doi.org/10.20355/jcie29628>



DELIVERY MODE(S): In-person

LEARNING OUTCOMES:

Alberta Teaching Quality Standard (TQS)

The Bachelor of Education program prepares students for Interim Professional Certification with Alberta Education. Learning Outcomes support students to begin demonstrating competencies and indicators of the Alberta Teaching Quality Standard.

Through the completion of ED2150: Indigenous Studies for Classroom Teachers, students will be able to:

1. Recognize the significance of fulfilling Alberta TQS #5 to enhance student achievement and promote professional growth for teachers.
2. Critically assess the significance of Land-based learning in Indigenous knowledge systems.
3. Demonstrate an understanding of the history of First Nation, Métis and Inuit people in Alberta: Analyze the impact of historical policies, such as the Indian Act and residential school system, and the Treaties on Indigenous communities, explore the history and context of Métis people in Alberta.
4. Reflect on personal biases and develop an appreciation for diverse ways of knowing and teaching.
5. Strengthen skills for collaborating with Indigenous communities, Elders, and educational leaders to support students' diverse learning needs and build stronger community ties.
6. Understand the significance of Indigenous knowledge systems in education.
7. Build capacity to identify classroom strategies that respond to the Truth and Reconciliation Commission's Calls to Action, promoting reconciliation within the school community.
8. Explore various Indigenous pedagogical approaches to teaching and learning.
9. Develop an understanding of Indigenous teaching methods, such as storytelling, collective learning, and ecological stewardship.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page

<http://www.transferalberta.alberta.ca>.

**** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Evaluation Item	Weight	Related Course Learning outcomes
Discussion/ weekly reflection (observed through class participation)	20%	1,2,3,4,5,6,7,8,9
Assignment one: Community Engagement plan	20%	5,7,8
Assignment two: Case Study Analysis: <i>Reconciliation in Practice</i>	20%	3,5,6,7,9
Assignment three: Lesson plan adaptation: Indigenous focus	10%	2,6,7,8,9
Final project: Learning Showcase	30%	1,2,3,4,5,6,7,8,9

GRADING CRITERIA

Please note that most institutions will not accept your course for transfer credit IF your grade is less than C-.

Grading Chart for courses with Alpha Grading:

To progress in the Bachelor of Education program, students must achieve a minimum grade of C- in all Education (ED) courses. Any grade below C- does not meet the passing requirement and will require the student to repeat the course.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
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A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topics	Readings	Dates
Week 1: Introduction to the Course & Indigenous Education	- Course overview, expectations, and key themes. - Introduction to Indigenous ways of knowing and their significance in education. - Understanding Alberta's Teaching Quality Standard (TQS) #5	N/A	
Week 2: The History of First Nations, Métis, and Inuit in Alberta	- Overview of Indigenous histories and cultures. - The Indian Act and its lasting impact. - The history and legacy of residential schools. - Métis identity and historical context in Alberta	Guiding Question for Reading: How do these readings reflect your understanding of Indigenous experiences in Alberta? Truth and Reconciliation Commission (2015). <i>Canada's Residential Schools: The History, Part 2, 1939 to 2000</i>. Pind, J. (2024). <i>Truth and Reconciliation Through Education: Stories of Decolonizing Practices</i>. Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>.	
Week 3: Treaties, Rights, and Reconciliation in Education	The significance of treaties and their implications for education.	Guiding Question for Reading: What is your role in the treaties? Joseph, B. (2020). <i>21 Things You May Not Know About the Indian Act</i>.	

	- The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). - Truth and Reconciliation Commission (TRC) Calls to Action and their relevance for schools.	<i>Truth and Reconciliation Commission (2015). Canada's Residential Schools: The History, Part 2, 1939 to 2000.</i> United Nations (2007). <i>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).</i> TRC Calls to Action – Sections related to education.	
Week 4: Understanding Personal Bias in Teaching	- Implicit vs. explicit bias in education. - White fragility and systemic barriers. - How bias affects Indigenous students and communities.	Guiding Question for Reading: How does implicit biases shape the experiences of Indigenous students in education? Kempf, A. (2022). Toward Deeper Unconscious Racial Bias Work in Education. Staats, C. (2016). Understanding Implicit Bias: What Educators Should Know. O'Shea, C., Hudson, D., Suwak, K., & Mackey, H. (2023). Placating white fragility for indigenous students and communities. <i>Journal of Cases in Educational Leadership</i>, 27(2), 36–48. https://doi.org/10.1177/15554589231208947 ADU-GYAMFI, M. <i>et al.</i> Exposing White Fragility and White Emotionalities in “Hello Privilege. It’s Me, Chelsea”. <i>International Journal of Multicultural Education</i>, [s. l.], v. 24, n. 1, p. 68–87, 2022. Disponível em:	
Week 5: Land-Based Learning & Indigenous Knowledge Systems	- The land as a teacher in Indigenous education. - How land-based learning challenges traditional Western schooling models. - The significance of experiential learning in Indigenous traditions.	Guiding Question for Reading: How does land-based learning challenge traditional Western teaching models? Chambers, C. (2006). The Land is the Best Teacher I Have Ever Had: Places as Pedagogy for Precarious Times. Bowra, A., Mashford, P. A., & Poland, B. (2021). Indigenous Learning on Turtle Island: A Review of the Literature on Land-Based Learning.	
Week 6: Indigenous	Oral traditions, storytelling, and	Guiding Question for Reading: What responsibilities do educators have in	

Knowledge Systems & Worldviews	Indigenous languages as teaching tools. - The role of Elders in passing down knowledge. - The interconnected nature of Indigenous knowledge.	fostering relationality between Indigenous and non-Indigenous knowledge systems? Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>. Pind, J. (2024). <i>Truth and Reconciliation Through Education: Stories of Decolonizing Practices</i>.	
Week 7: Indigenous Pedagogical Approaches in Teaching	- Collective learning, experiential education, and relational accountability. - The role of Indigenous pedagogies	Guiding Question for Reading: How can Indigenous pedagogies be incorporated into classrooms in ways that honor and not appropriate these teachings? Hill, L. (2023). Humility and the Hoop Dance: A Teacher's Reflections on Indigenous Knowledge and Power Sharing in the Classroom. <i>Canadian Journal of Action Research</i>, 24(1), 22–37. (2024). Weaving Indigenous Knowledges into the Classroom as a Tool to Combat Racism. Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>.	
Week 8: Collaborating with Indigenous Communities	- Building relationships with Indigenous families and communities. - The role of Elders and community leaders in schools. - Best practices for meaningful collaboration. - The significance of ethical spaces in education.	Guided question for reading: Why is relationship-building essential in Indigenous education? Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>. Pind, J. (2024). <i>Truth and Reconciliation Through Education: Stories of Decolonizing Practices</i>.	
Week 9: Indigenous Perspectives on Student Success	- Indigenous definitions of success in education. - Community- based approaches to	Guiding Question: What do Indigenous perspectives on student success reveal about the changes needed in current educational systems?	



	supporting Indigenous students. Addressing barriers to Indigenous student achievement.	Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>.	
Week 10: The Role of the Educator in Reconciliation	- Actionable steps for teachers to integrate Indigenous perspectives. - Engaging students in reconciliation efforts.	Guided question for reading: What does reconciliation look like in education? Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>. Pind, J. (2024). <i>Truth and Reconciliation Through Education: Stories of Decolonizing Practices</i>.	
Week 11: Developing Culturally Responsive Teaching Practices	- Creating culturally safe learning environments. - Differentiated instruction and supporting Indigenous students. - Integrating Indigenous knowledge across the curriculum.	Guided Question for reading: How do we create culturally responsive classrooms that support Indigenous students? Poitras Pratt, Y., & Bodnaresko, S. (2023). <i>Reconciliation through Education: A Model of Ethical Spaces and Relationality</i>. (2024). <i>Weaving Indigenous Knowledges into the Classroom as a Tool to Combat Racism</i>. Kempf, A. (2022). <i>Toward Deeper Unconscious Racial Bias Work in Education</i>.	
Week 12: Classroom Strategies for Implementing TRC Calls to Action & TQS #5	- Connecting TQS #5 and the TRC Calls to Action—what do they demand from educators? - Practical strategies for responding to the TRC's recommendations. - Identifying and implementing Indigenous resources in the classroom. - Evaluating curriculum through an Indigenous lens.	Guiding Question for reading: What concrete strategies can educators implement to meet the TRC recommendations? TRC Calls to Action – Sections related to education. Alberta Teaching Quality Standard (TQS #5) – Applying Foundational Knowledge about First Nations, Métis, and Inuit.	

Week 13: Preparing for Final Reflections	• Revisiting initial reflections and measuring growth. • Identifying key takeaways from the course. • Preparing for the Learning Showcase.	Review past personal reflections and Week 1 Sealed Letters.	
Week 14: Finalizing Learning Showcase	• Reviewing key learnings and refining showcase presentations. • Defining long-term commitments to Indigenous education.	Guiding Question for learning showcase: How has your learnings in this course ensured Indigenous perspectives will remain central in your future teaching practice?	
Week 15: Learning Showcase	• The Learning Showcase – a culmination of student experiences. • Sustaining Indigenous education beyond this course.		

STUDENT RESPONSIBILITIES:

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

****Note:** all Academic and Administrative policies are available on the same page.

Additional Information: