

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:	Amanda Paul	PHONE:	780-841-3709
OFFICE:	Fort Vermilion	E-MAIL:	APaul2@nwpolytech.ca
OFFICE HOURS:	8:30am – 3:30pm		

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: No textbook. Readings and articles will be provided.

DELIVERY MODE(S): On-line

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 Posts	10%	1,2,3,4,5,6,7,8,9
Weekly Reflection Journal	10%	1,2,3,4,5,6,7,8,9
Assignment: Case Study Critique - Ethical Spaces	10%	1,2,5,6,7,8
Assignment: Community Engagement Plan	20%	5,7,8
Assignment: Case Study Analysis: Reconciliation in Practice	10%	3,5,6,7,9
Assignment: Lesson Adaptation	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
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	Topic	Readings	Date
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	Sept. 1, 2026
Week 2: The History of First Nations, Métis, and Inuit in Alberta	- Overview of Indigenous histories and cultures. - 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). Canada's Residential Schools: The History, Part 2, 1939 to 2000. Pind, J. (2024). Truth and Reconciliation Through Education: Stories of Decolonizing Practices. Poitras Pratt, Y., & Bodnaresko, S. (2023). Reconciliation through Education: A Model of Ethical Spaces and Relationality.	Sept. 7, 2026

Week 3: Treaties, Rights, and Reconciliation in Education	• The significance of treaties and their implications for education. • The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). • Truth and Reconciliation Commission (TRC) Calls to Action and their relevance for schools. • The Indian Act and its lasting impact.	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>. United Nations (2007). <i>United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)</i>. TRC Calls to Action – Sections related to education.	Sept. 14, 2026
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). <i>Toward Deeper Unconscious Racial Bias Work in Education</i>. Staats, C. (2016). <i>Understanding Implicit Bias: What Educators Should Know</i>. O'Shea, C., Hudson, D., Suwak, K., & Mackey, H. (2023). <i>Placating white fragility for indigenous students and communities</i>.	Sept. 21, 2026

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). <i>The Land is the Best Teacher I Have Ever Had: Places as Pedagogy for Precarious Times</i>. Bowra, A., Mashford, P. A., & Poland, B. (2021). <i>Indigenous Learning on Turtle Island: A Review of the Literature on Land-Based Learning</i>.	Sept. 28, 2026
Week 6: Indigenous Knowledge Systems & Worldviews	- Oral traditions, storytelling, and Indigenous languages as teaching tools. - The role of Elders in passing down knowledge. - The interconnected nature of Indigenous knowledge.	Guiding Question for Reading: What responsibilities do educators have in fostering relationality between Indigenous and non-Indigenous knowledge systems? Wildcat, M., & Voth, D. (2023). Indigenous relationality: definitions and methods. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 19(2), 475-483.	Oct. 5, 2026
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). <i>Humility and the Hoop Dance: A Teacher's Reflections on Indigenous Knowledge and Power Sharing in the Classroom</i>. Danyluk, Burns, Poitras Pratt, Wessel, Thomas, Trout, Lorenz & Kendrick. (2024). <i>Weaving Indigenous Knowledges into the Classroom as a Tool to Combat Racism</i>.	Oct. 12, 2026

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? Prete, T. (2022). How Alberta Education's First Nations, Metis, and Inuit Policy Framework influence students attitudes towards the Indigenous Peoples of Canada. Danyluk, Burns, Poitras Pratt, Kendrick, Plante, Wessel, Crawford, Lemaire, Hill, Brights, Burleigh, Weir, Hill & Boschman. (2023) Examining the Braiding and Weaving of Indigenous Ways of Knowing, Being, and Doing in Alberta Teacher Education. Wotherspoon, T., & Milne, E. (2024). The role of cultural supports for Indigenous students: spaces for and impediments to decolonizing education.	Oct. 19, 2026
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Week 9: Indigenous Perspectives on Student Success	- Indigenous definitions of success in education. - Community-based approaches to supporting Indigenous students. - Addressing barriers to Indigenous student achievement.	Guiding Question: What do Indigenous perspectives on student success reveal about the changes needed in current educational systems? Milne, E., & Wotherspoon, T. (2023). 'Success is different in our eyes': reconciling definitions of educational success among Indigenous families and education systems in Alberta, Canada. Gebhard, A. (2018). 'Let's make a little drum': limitations and contradictory effects of cultural approaches in Indigenous education. Deer, F., & Heringer, R. (2023). Indigenous Perspectives at the Cultural Interface: Exploring Student Achievement through School/Community-Based Interventions.	Oct. 26, 2026
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? Hogue, M. (2019). Approaches to Indigenous Education in Canada, The Journey. Encyclopedia of Educational Philosophy and Theory. Panina-Beard, N. (2014). Learning from and with Aboriginal Learners: Rethinking Aboriginal Education in Canada. Scott, D., & Gani, R. (2018). Examining social studies teachers' resistances towards teaching Aboriginal perspectives: the case of Alberta.	Nov. 2, 2026

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? Papp, T. (2019). A Canadian study of coming full circle to traditional Aboriginal pedagogy: a pedagogy for the 21st century.	Nov. 9, 2026
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.	Nov. 16, 2026
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.	Nov. 23, 2026
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?	Nov. 30, 2026

Week 15: Learning Showcase	• The Learning Showcase – a culmination of student experiences. • Sustaining Indigenous education beyond this course.		Dec 7, 2026
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STUDENT RESPONSIBILITIES: It is your responsibility to have the readings done before the scheduled class, partake in discussion posts and submit your work on time. Please reach out if you need clarification at anytime during the course.

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 <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.