

## StFX Master of Education in Leadership with a Concentration in Teaching Indigenous Students (#1)

### Summer 2014-Summer 2016

This cohort will begin in Summer 2014. Graduate students will be required to attend a residential program on campus during the month of July 2014. This face-to-face experience, which includes a field trip to a Mi'kmaq community, has proven to be a very successful part of the cohort experience, allowing the community of learners to be developed. The remaining 10 courses in the program can be completed synchronously online 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. Prior experience in distance learning is not a prerequisite for this cohort and pedagogical support will be provided. **Online courses will be held 7:00-10:00 pm (Atlantic Time).**

### Program sequence and outline:

LOCATION	SUMMER 2014	FALL 2014	WINTER 2015	SPRING 2015	SUMMER 2015	FALL 2015	WINTER 2016	SPRING 2016	SUMMER 2016
Antigonish StFX Campus	534 505								
Blended /Online Via collaborate/Moodle		541	561	520D	544 520A	533	508	569.3	573 593

#### **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'kmaq 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 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 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 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.

**EDUC 520A Selected Topics in Education: Literacy in the Content Areas**

As literacy is such a pivotal aspect of academic success efforts to engage all teachers in literacy initiatives are important. This course examines the culturally responsive ways that literacy can become the collective responsibility of all educators.

**EDUC 533****Dynamics of Change**

The major concepts in the successful implementation of change will be examined, with particular emphasis upon change leadership in Indigenous settings.

**EDUC 508****Critical Research Literacy in Education**

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

**EDUC 569.3****Special Topics in Education: Community Wellness**

Given the legacy of colonialism that lingers in many First Nation/Metis/Inuit communities, this course uses the lens of community wellness to both address and redress issues of mental health and trauma in communities. Indigenous language revitalization projects are a key component of decolonization and community wellness. Examples of successful Indigenous language projects will be shared in this course.

**EDUC 573****Professional Development and Supervision**

This course addresses the supervision of an instructional program and the professional development process, allowing graduate students to support teacher learning in their own particular context.

**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 February 28, 2014.

The application information can be found at <http://sites.stfx.ca/continuingeducation/master>. For additional StFX admission inquiries please contact [med@stfx.ca](mailto:med@stfx.ca). \*Please note on the application that you are applying to the Master of Education in Leadership Teaching Indigenous Students cohort.