

Student Teacher Final Assessment Regarding TQS Competency 5

The University of Alberta’s Faculty of Education is committed to teacher development so that educators are prepared for the teaching context in Alberta. We are leveraging the Teaching Quality Standard to be able to fully prepare pre-service teachers who are entering into the profession.

One of the benefits of mentoring in a leadership role is responding to greater societal contexts. A major focus in Canada to this end is Reconciliation, which means “the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing intercultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties,” (Alberta Education, 2019).

An important element of Education for Reconciliation (TRC, 2015) is that ***educators consider process as much as content*** in addressing this competency. Examples are provided below. Educators are encouraged to consult with their district resources for further examples.

How can I address competency 5 of the TQS and apply foundational knowledge about First Nations, Métis and Inuit?	
<p>Indicators: (a) understanding the historical, social, economic, and political implications of:</p>	<p>Considerations for Implementation: Develop a plan to increase your own understanding.</p>
<ul style="list-style-type: none"> ● treaties and agreements with First Nations; 	<ul style="list-style-type: none"> ● Visible copy and referencing of Treaty 6 and map of Treaty areas in Alberta ● Understand and convey treaties as foundation of Canada’s sovereignty of land. ● Treaties meant to govern relationships between Canadians and Indigenous nations. ● Understanding of Indigenous rights enshrined in the Canadian constitution

	<ul style="list-style-type: none"> ● Referencing and displaying the TRC’s Calls to Action ● Seeking to understand Indigenous people’s lived experiences and how they impact their education in your school/classroom
<ul style="list-style-type: none"> ● legislation and agreements negotiated with Métis; 	<ul style="list-style-type: none"> ● Understanding Métis rights and land agreements. (eg. Métis settlements in Alberta and where they are located; how they were established; only in Alberta)
<ul style="list-style-type: none"> ● residential schools and their legacy; 	<ul style="list-style-type: none"> ● Engage in self-study and professional development regarding the purpose of the Indian residential school system and its effects on intergenerational trauma ● Access and use approved resources and lessons on residential schools ● Carefully consider the impacts of these lessons on Indigenous students
<p>(b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;</p>	<ul style="list-style-type: none"> ● Being open and flexible about bringing Indigenous perspectives into your classroom ● Decolonizing one’s practice including decentering knowledge from a Eurocentric perspective ● Introducing other (non-European) perspectives as valid forms of knowledge and knowing ● Acknowledge that you are not the expert and recognize that you too need to learn alongside your students about Indigenous Peoples and cultures ● Understand the contexts behind Indigenous participation in school such as attendance, parental involvement, extended family obligations, bereavement practices, cultural learning and development, traditional practices such as hunting, camping, ceremonies, visiting ● Differentiating instruction and assessment to provide appropriate effective methods of expression (oral presentations, experiential

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	<p>learning, inquiry based learning, land-based learning)</p> <ul style="list-style-type: none"> ● Develop or join a PLC discovering practices that apply to this indicator ● Share your knowledge with colleagues, staff, family, community
<p>(c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit;</p>	<ul style="list-style-type: none"> ● Demonstrate an awareness of and sensitivity to how colonization affects Indigenous people in your school/classroom ● Ensure all students demonstrate respectful attitudes and behaviours toward Indigenous Peoples during learning experiences. ● Attend Indigenous gatherings with students. ● Include Indigenous perspectives in subjects other than Social Studies. ● Create Canadian thematic units so that you can easily include Indigenous experiences, perspectives, contributions. ● Engage in professional development around Indigenous perspectives in the Alberta Programs of Study
<p>(d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.</p>	<ul style="list-style-type: none"> ● Using appropriate terminology that reflects hundreds of different Indigenous cultures and communities in Canada rather than blanket terms such as FNMI. You will have Indigenous students, First Nations students, Métis students, Inuit students, students who are a mix of Indigenous and other cultures. Use “Indigenous students” when you need to use a collective noun. Refrain from labeling any of your students with initial/acronyms, education codes, or citizen status. ● Leveraging National Aboriginal Day celebrations and ceremony in meaningful ways (June 21, 2019) ● Connecting with Indigenous Elders, knowledge-holders, and other community members through your district.

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	<ul style="list-style-type: none"> ● Consider making a connection with an Indigenous mentor ● Assessing resources for Indigenous perspectives, unbiased language, absence of stereotypes ● Using resources that are produced by and with Indigenous people ● Affirm the contributions of Indigenous people historically and to today's society
<p>Practices to avoid:</p> <ul style="list-style-type: none"> ● Making artificial connections as this may lead to tokenism or appropriation ● Not citing or referencing where you learned specific Indigenous knowledge ● Trying to incorporate Indigenous knowledge into each lesson or class 	
<p>Other resources:</p> <p>Assessing and Validating Resources--Aboriginal Heritage</p> <p>Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum</p> <p>Elder in the Making</p>	

Remember that Reconciliation is both a goal and a process.