



SCHOOL OF HEALTH, EDUCATION & HUMAN SERVICES  
Yukon Native Teacher Education Program  
University of Regina Credit Course  
ECCU 300  
Winter 2012

ECCU 300  
CROSS CULTURAL TEACHING STRATEGIES

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INSTRUCTOR: Ms. Norma Yeskeitch Aantoox.usaak Shorty

CLASS TIMES:

ROOM:

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**Course Description**

This course consists of the development and adaptation of curriculum and methods of instruction to reflect the culture and educational aspirations of Yukon First Nations' peoples. The aim of this course is to provide future teachers with respectful appreciation for this content, curriculum development skills for cultural inclusion and an understanding of the influence of a teachers' own culture in teaching. Course content is addressed through guest speakers, student presentations, readings, activities and class discussions. The course prerequisite is ECCU 200.

**Course Objectives:**

- ❑ To provide an overview of major legislation, political decisions, and studies that have influenced the education of First Nations students nationally and locally
- ❑ To identify biases in curriculum content and the need for culturally relevant education
- ❑ To identify barriers that inhibit the success of First Nations' students in schools
- ❑ To develop a repertoire of teaching strategies appropriate to First Nations traditional teaching practices
- ❑ To provide opportunities for students to explore their own cultural heritage

**Required Text**

Archibald, J. (2008). *Indigenous storywork: Educating the heart, mind, body, and spirit*. Vancouver, BC: UBC Press.



### Reading list for development of indigenous teaching strategies

Assembly of Alaska Native Educators (n.d.). *Cultural Guideline Booklets* (Alaska Native Knowledge Network). Retrieved from <http://ankn.uaf.edu/Resources/course/view.php?id=2>

Dick, A. (1997). *Village Science* (Curriculum Resource). Retrieved from <http://www.ankn.uaf.edu/publications/vs/vilsci.pdf>

Native Network. (2006). *Carol Geddes Screened by NMAI*. Retrieved December 27, 2010 from [http://www.nativenetworks.si.edu/eng/rose/geddes\\_c.htm](http://www.nativenetworks.si.edu/eng/rose/geddes_c.htm)

Northwest Territories, Education, Culture and Employment (1993). *Dene Kede Education: A Dene Perspective*. (Tatti, F. Coordinator). Retrieved December 28, 2010 from [http://www.newteachersnwt.ca/culture\\_based\\_education2.html](http://www.newteachersnwt.ca/culture_based_education2.html)

Shorty, E. (n.d.). *How Emma Got Her Indian Name*. Council for Yukon Indians Curriculum Development.

Silcox, C. (2004). *A Teacher Resource Manual for Documenting Indigenous Knowledge and Integrating Respect in Place-Based Education* (CDROM). Retrieved from <http://www.ankn.uaf.edu/sop/SOPv11i1.html#cd>

Tom, G. (1987). *Ékeyi: Gyò Cho Chù: My Country Big Salmon River*. Yukon Native Language Centre, Whitehorse, Yukon, Canada.

Yukon First Nations Elders Council. (1993). *Walking Together: Words of the Elders from the Elders' Council Assembly, October 26-28, 1993, Whitehorse, Yukon*. K-L Services, Whitehorse, Yukon.

Yukon Native Language Centre (). *Publications 2010 - 2011: Yukon Native Language Centre* [electronic version]. Retrieved from [http://www.ynlc.ca/materials/ynlcpub\\_aug3\\_2010.pdf](http://www.ynlc.ca/materials/ynlcpub_aug3_2010.pdf)

### Recommended readings towards identifying bias and barriers which inhibit success of indigenous learners in your classroom and/or community

Aboriginal Education Enhancements Branch, British Columbia Ministry of Education (2006). *Shared Learnings: Integrating BC Aboriginal Content K - 10* [electronic version]. Retrieved from <http://www.bced.gov.bc.ca/abed/shared.pdf>

Barnhardt, R. (2005). *Creating a Place for Indigenous Knowledge in Education: The Alaska Native Knowledge Network* [Electronic Version]. *Local Diversity: Place-Based Education in the Golden Age*. Retrieved 17 December 2010 from [http://ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/PBE\\_ANKN\\_Chapter.html](http://ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/PBE_ANKN_Chapter.html)

Canadian Council on Learning (2007) Redefining how success is measured in Aboriginal learning: Holistic lifelong learning models (PDF). Retrieved from <http://www.ccl-cca.ca/CCL/Reports/RedefiningSuccessInAboriginalLearning/RedefiningSuccessModels.htm>

**Required Visuals**

Central Council Tlingit Haida Indians Tribes of America (2009). *Embracing Family and Community Wellness*. CCTHITA 2005.

*Williams, M. ShaaTlaa (Produced and Directed). (2009). Beautiful Journey: Daisy Strida zatsé Demientieff (DVD). United States: Anaguina Productions*

**Required Audio**

CBC Digital Archives Aboriginal

<http://archives.cbc.ca/search?q=aboriginal+&RTy=0&RC=1&RP=1&RD=1&RA=0&th=1&x=7&y=11>

**Teaching/Learning Strategies:**

Students will take an active role exploring a variety of topics. A large part of the material covered will be based on discussion and presentations. Whenever possible, a practical problem solving approach will be taken to the topics. Workshops will be provided on unit planning. Students will have several opportunities to present information/topics to the class, including a major topic related to (Yukon) First Nations education, teach a cultural activity and at the conclusion of the class, present on their unit plan and personal histories.

**Course Requirements/Evaluation:**

**Due**

10%	Attendance and Participation	10:30 to 12:00 PM, 10 January 2012 9:00 AM to 4:00 PM, 17 & 31 January 2012 14 & 28 February 2012 20 March 2012 03 April 2012 1:00 PM to 3:00 PM 10 April 2012
60%	Leading a Class (4 x 15)	17 & 31 <sup>st</sup> January 2012, 14 & 28 February 2012
10%	Journal	As we meet
20%	Unit and Unit Presentations	20 March 2012

### **Attendance and Participation: (10%)**

Students will be expected to attend (05) and participate (05) in all classes. The particular nature of this course is to provide students with opportunities to examine and share their own cultural background with the class, and to draw from background on Yukon First Nations culture in the preparation of a unit plan. Discussions will be organized around the reading material provided. Therefore, it is expected that each student has read and is prepared to speak to the readings that are assigned for each class. It is on this basis that participation marks are assigned.

### **Leading a Class (60%)**

There are four *Leading a Class* assignments. As a class, learners will divide into groups and each group will choose one [Yukon aboriginal language region](#), including the regions first nation communities. Each group should have a different Yukon aboriginal language region. Learners will be expected to act as facilitators by facilitating a discussion and/or problem solving activities related to the topic. Each group will have thirty minutes for their presentations and questions based on assignment deliverables.

- Your first assignment is to research your regions. Who are the people in the region? What languages do they speak? What does their indigenous social structure look like? Think about this from a pre contact perspective. Do we have any evidence about their history, stories, songs, dances? Based on your research develop a chart which describes models of indigenous learning and teaching (15 points).
- Do research on your Yukon aboriginal language region - you will provide an overview of major legislation, political decisions and studies that have influenced the education of the first nation's students in your region. Develop a plan for the delivery of culturally relevant education (15 points).
- Define curriculum content bias. Who are you and why this matters when you are a teacher working, living and learning among Yukon First Nations Where are you getting your information from and who are your sources? How do you know if what you are hearing or reading is accurate? As a teacher is this accuracy and truth important? Why or why not. Should you talk or write about everything that you hear? Develop a check list which will help you as a teacher towards identifying curriculum content bias (15 points).
- Identify the barriers that inhibit the success of First Nation students in schools. (15 points)

### **Journal (10%)**

Each student will send by email a reading reflection on each of the chapters in Archibald, J. (2008). *Indigenous Storywork: Educating the heart, mind, body, and spirit*. Vancouver, BC: UBC Press. Each entry should not take less than sixty minutes and more than one hundred and twenty minutes. As you write reflect on education and/or culture issues coming forward during our learning time together.

### **Unit Plan, Outline and Presentation (20%)**

A separate outline for this project will be provided. Opportunities will be provided for students to share their progress with this project as well as seek ideas and

assistance from classmates. At the end of the course you will be asked to present a brief overview of your unit plan to the class. Each student will develop a Yukon First Nations cultural unit that is appropriate for use in schools. Include in your unit the importance of these activities as a symbol of First Nations' heritage and explain the deeper cultural significance of the activities. You will also discuss why it is important to share this with your community of learners and how it can be integrated into the curriculum. Your lesson plans must reflect this. At the end of your presentation provide two questions to assist in meaningful curriculum and resource development dialogue amongst your cohort.

## **GRADING DESCRIPTIONS (University of Regina Calendar)**

**90-99 An outstanding performance with very strong evidence of:**

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

**80-89 Very good performance with strong evidence of:**

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

**70-79 Above average performance with evidence of:**

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

**60-69 A generally satisfactory and intellectually adequate performance with evidence of:**

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

**50-59 A barely acceptable performance with evidence of:**

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

**0-49 An unacceptable performance**

**YNTEP & University of Regina, Faculty of Education**  
**Summary of Academic Regulations, Professional Obligations and Reminders**

*The Yukon Native Teacher Education Program is designed to be an experiential model of teacher development. Major goals of this program include: excellence in teaching; development of Yukon First Nations and Yukon curricular content; knowledge of educational issues for First Nations students as a part of all courses; ability to teach in cross cultural settings and rural Yukon communities. YNTEP students are encouraged to consider these topics in their course assignments whenever an opportunity presents itself.*

**Professionalism**

YNTEP recognizes that those most suited to teaching are committed to the evolving goals and values of the profession and acknowledge the extent of the trust placed in teachers. Students in YNTEP therefore, must develop and practice a set of professional values and attitudes that include: respect and concern for others, discretion, honesty, open-mindedness, cooperativeness, and courage (YNTEP Handbook p. 5).

Some ways of demonstrating this include:

- 1) exemplary standards for attendance and punctuality and timely notification of absences from class;
- 2) attending class prepared to contribute by completing the identified readings and assignments;
- 3) avoiding distractions in class such as the use of cell phones, eating, or addressing individual student issues that are not part of the course syllabus during class time.

**Attendance and Punctuality**

Regular and punctual attendance is very important in YNTEP because courses are often based on participation and experiential learning. In general, students may have 10% excused absences (including lates) from a class and can expect to lose marks for these absences. In a regular 39 hour course this would be 3.9 hours of class time.

Note: Student with unresolved attendance and punctuality problems in a particular course may be excluded from writing the final exam.

Please note that the student is responsible for:

1. contacting individual instructors prior to class to report your absence. In an urgent situation you may leave a message at the YNTEP main reception 668-8781.
2. obtaining assignments and course notes from a missed class from a student who acts on your behalf.
3. obtaining a doctor's certificate in the case of a serious health issue where a student is absent for 3 or more consecutive classes. This certificate must be presented to the instructor and is also to be placed in the student's file.
4. being familiar with YNTEP Handbook on Regulations and Procedures on Attendance and Punctuality, page 4.



## **Responsibilities for Learning and Participating in Class**

A YNTEP student's attitudes and behaviour must be consistent with his/her status as a professional teacher in training. Students will be expected to follow the Yukon Teachers' Association Code of Ethics while interacting with peers, Yukon College staff, school staff and the parents and children they may come into contact in student placements. The YTA Code of Ethics is posted in each YNTEP classroom and each student will have received a copy of it in their student teaching manuals. Students are expected to be familiar with YNTEP Handbook on Regulations and Procedures on Professionalism pages 5-6.

## **Harassment**

All members of Yukon College are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the College community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others.

## **Late Assignments**

Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments, are noted in each course outline. Note: not all instructors allow late assignments. In any event, any extension or special considerations for submitting a late assignment must be arranged with instructor in advance of the deadline. Note: printer/computer failure on an assignment due date is not considered a valid reason for an extension. Be sure to back-up your data.

## **Submitting Assignments**

Instructor expectations also vary in regard to how assignments may be submitted to them. Some instructors accept paper copies only; others may allow assignments to be emailed. Be sure to clarify this. Expect all assignments to meet recommended standards of language competence as part of graduation requirements for YNTEP and the University of Regina and follow APA reference guidelines. See attached: Language Competence Policy Statement, U. of R., Faculty of Education.

## **Cheating**

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams. (YNTEP Handbook p. 11)

## **Plagiarism**

Plagiarism is a form of academic dishonesty in which a student submits or presents the work/ideas of another person as his/her own. Scholarship rests upon examining and referring to the thoughts and writings of others; however whenever such thoughts

or writing are used, it is the student's responsibility to acknowledge their sources when submitting or presenting assignments. See page 11 of the Handbook for details on penalties.

### **Grounds for Faculty Probation**

Action may be taken any time a YNTEP student is suspected of unprofessional conduct, unresolved attendance/punctuality issues, poor effort/attitude toward learning and teaching, and poor grades. A student who believes that she/he has been unjustly treated at the College is encouraged to seek all appropriate avenues of redress, including discussing the concern with the instructor (an expected starting point), a Chair/ Coordinator, or a student counselor, or the Dean of Applied Arts. After such discussion if the issue remains unresolved, the student may initiate a formal appeal in writing by informing the Registrar within 10 working days of the incident or within 5 working days of receiving a final decision from the Dean. See YNTEP Handbook on Regulations and Procedures on Grounds for Action, Faculty Probation and Appeal Policy for YNTEP pages 5-8.

### **Students with Disabilities or Chronic Conditions**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).