



ECCU 300
CROSS CULTURAL TEACHING STRATEGIES

INSTRUCTOR: Ms. Norma Yeskeitch Aantoox.usaak Shorty

CLASS TIMES: See Appendix A

ROOM:

TELEPHONE/E-MAIL: Please leave a message with the School of Health, Education & Human Services. hehs@yukoncollege.yk.ca or 867.668.8781.

Course Description:

An examination of teaching strategies, methods, and planning procedures, which can facilitate learning and recognized cultural diversity in cross-cultural settings.

Other 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 Texts

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

Kirkness, V. & Bowman, S. (1992). *First Nation and Schools: Triumphs and Struggles*. Canadian Education Association.

Reading list for overview of major legislation, political decisions, and studies that have influenced the education of First Nations students nationally and locally

Department of Education. (1990). *Partners in education: The Yukon's Education Act*, Queens Printer, Government of Yukon. Retrieved from <http://www.education.gov.yk.ca/policy/legislation.html>

Kirkness, V. & Bowman, S. (1992). *First Nation and Schools: Triumphs and Struggles*. Canadian Education Association, Ch. 3, 4, and Ch. 5 (Appendix III).

Minister of Indian Affairs and Northern Development. (1993). *Umbrella Final Agreement between the Government of Canada, the Council for Yukon Indians and the Government of the Yukon*. Ottawa, Ontario: Minister of Supply and Services Canada. Retrieved from <http://www.cyfn.ca/ouragreementsufa>

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

Minister of Education, Citizenship and Youth. Manitoba Education, Citizenship and Youth, School Programs Division. (2006). *Rethinking Classroom Assessment with Purpose in Mind, Assessment for Learning, Assessment as Learning, Assessment of Learning*. Retrieved from http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf

Western and Northern Canadian Protocol for Collaboration in Basic Education (2011). *Common Tool for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Métis and Inuit Content*. Retrieved from http://www.yesnet.yk.ca/firstnations/pdf/11-12/wncptool_%20assessing_validating.pdf

Western and Northern Canadian Protocol for Collaboration in Basic Education (2000). *Common Curriculum Framework for Aboriginal Language and Culture Programs*. Retrieved from <http://education.alberta.ca/media/929730/abor.pdf>

Readings for repertoire of teaching strategies appropriate to First Nations traditional teaching practices

Alaska Native Knowledge Network. (2012). Oral Traditions and Cultural Atlases. Retrieved from <http://ankn.uaf.edu/NPE/Oral.html>

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

Government of Yukon. (2008) Yukon First Nations Language Teaching Guide. Retrieved from http://www.yesnet.yk.ca/firstnations/yfn5/fn5_tg_languages.pdf

Government of Yukon. (2012). *Yukon First Nations Resources for Teachers 2012/2013*. Retrieved from http://www.education.gov.yk.ca/pdf/yfn_resource_for_teachers_2012.pdf

Silcox, C. (2012). Creating a Cultural Atlas with a Three-Dimensional Topographic Map. Retrieved from <http://ankn.uaf.edu/NPE/CulturalAtlases/Inupiaq/CherylSilcox/>

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.