



Proposal for a New Graduate Program
Master of Indigenous Language Education
(MILED)

First Nations University of Canada

In collaboration with the
The University of Regina

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Executive Summary

Overview

The proposed Master of Indigenous Language Education program (MILED) has been developed to support Indigenous communities in Indigenous language revitalization and to foster leadership in Indigenous language education. In accordance with the Truth and Reconciliation Commission (2015) Calls to Action, the MILED program will aid the “preservation, revitalization, and strengthening of Aboriginal languages.” The proposed program is also designed to support Article 13 of the *United Nations Declaration on the Rights of Indigenous Peoples*, which states that: “Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.” Finally, with a planned start date of Fall 2019, the development of this proposed program coincides with the Canadian government’s 2019 announcement of *An Act Respecting Indigenous Languages* as well as the United Nations declaration of 2019 as the *International Year of Indigenous Languages*. The program is timely and fills an urgent and recognized need to support Indigenous language revitalization.

Elders and Indigenous community leaders have expressed how Indigenous Language Education can enhance understandings of treaties, kinship, storytelling, the oral tradition, narratives, and worldviews, thus furthering nation to nation knowledge. This program encompasses both cultural and academic requirements. Traditional protocols were followed and ceremonies were held to create a pathway for the development of this proposal.

The MILED program has been designed to reflect Indigenous language community needs. Community consultations were held in Fall 2018 with Onion Lake First Nation and with Clearwater River Dene Nation regarding the development of the Master of Indigenous Language Education program. Onion Lake First Nation and Clearwater River Dene Nation are recognized for their leadership in Indigenous language revitalization. The language needs shared from these consultations are viewed as including other First Nations communities. Based on these consultations with Elders, language speakers, and language educators, it is proposed that having an Indigenous language education program will serve to elevate the status of Indigenous languages and support much needed Indigenous language revitalization.

The MILED program will include a course, project and thesis route. Two new courses have been developed: *Approaches to Indigenous Language Revitalization* and *Land-Based Education and Language Pedagogy*. Land-Based Education and Language Pedagogy will be offered in a language immersion camp setting. Existing courses which will be included are: *ED 817: Research Methods with Indigenous Peoples*; *EC&I 858, Theories & research in Second Language Acquisition, Bilingualism & Multilingualism*; and *EC&I 854 Social & Political Issues in Second Language Education*. Courses in second language acquisition are necessary given the loss of Indigenous languages. Five existing 800 level electives will also be included.

Program Objectives:

The benefit of the Master of Indigenous Language Education program is that it will support the University of Regina Strategic Plan in Indigenization, one of two overarching areas of emphasis. The focus on Indigenous language revitalization is unique and brings in a new area of knowledge at the University of Regina. The specific academic focus of the new courses are on the origin of Indigenous languages and how it informs Indigenous knowledges. Second language acquisition courses are included to help students develop pedagogical approaches which will revitalize and restore Indigenous languages. The MILED program supports the study of Indigenous languages and how they can be used to interpret Indigenous knowledge at a deeper level.

Program Outcomes:

Upon completion of the program:

- Students will develop a deeper understanding of Indigenous knowledge and worldview through language;
- Students will increase their knowledge of Indigenous language revitalization methodologies;
- Students will expand their knowledge of theory and practice of second language acquisition for Indigenous learners;
- Students will gain knowledge on how to develop community-based language planning;
- Students will develop leadership skills in the area of Indigenous Language Education;
- Students will further their language capacity through participation in the language immersion camp.

Detailed Program Description

Program & Course Sequence

The thesis, project, and course routes for completing the MILED program are as follows:

Master of Indigenous Language Education Course Route	
Courses	Credit Hours
ED 817 Research Methods with Indigenous Peoples OR Approved Research Methods course	3.0
EC&I 858 Theories & research in Second Language Acquisition, Bilingualism & Multilingualism	3.0
EC&I 854 Social & Political Issues in Second Language Education	3.0
EC&I 871 AQ Land-Based Education and Language Pedagogy	3.0
EC&I 871 AR Approaches Indigenous Language Revitalization	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Total Credit Hours	30.0

Master of Indigenous Language Education Project Route	
Courses	Credit Hours
ED 817 Research Methods with Indigenous Peoples OR Approved Research Methods course	3.0
EC&I 858 Theories & research in Second Language Acquisition, Bilingualism & Multilingualism	3.0
EC&I 854 Social & Political Issues in Second Language Education	3.0
EC&I 871 AQ Land-Based Education and Language Pedagogy	3.0
EC&I 871 AR Approaches to Indigenous Language Revitalization	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
Approved 8XX Elective	3.0
ED 900 Project	3.0
ED 900 Project	3.0
ED 903 Project Report	0.0
Total Credit Hours	30.0

Master of Indigenous Language Education Thesis Route	
Courses	Credit Hours
ED 817 Research Methods with Indigenous Peoples OR Approved Research Methods course	3.0
EC&I 858 Theories & research in Second Language Acquisition, Bilingualism & Multilingualism	3.0
EC&I 871 AQ Land-Based Education and Language Pedagogy	3.0
EC&I 871 AR Approaches to Indigenous Language Revitalization	3.0
Approved 8XX Elective	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
ED 901 Thesis Research	3.0
Total Credit Hours	30.0

Curricular Details:

Three out of the five core courses and the majority of the approved electives are existing courses.

Core Courses:

ED 817: Research Methods with Indigenous Peoples

Through readings and discussion, this course will examine issues and research methods, particular to research with Indigenous peoples, including ethical considerations and protocols. Students will examine the developing paradigm in Indigenous research and explore research methods proposed by Indigenous Researchers.

EC&I 858: Theories and Research in Second language Acquisition, Bilingualism & Multilingualism

An examination of current theories and research in spoken second language acquisition which informs curriculum planning and pedagogy. Research methodology for studying language acquisition will also be studied.

EC&I 854 Social & Politics Issues in Second Language Education

An examination of social identity, first language maintenance, and power relations, and their impact on the nature of second language teaching. Students gain knowledge about major arguments on these topics and also explore how various theories and perspectives can be incorporated in their own research and practice.

EC&I 871 AR Approaches to Indigenous Language Revitalization

This course explores theory and practice in Indigenous language revitalization. Methodologies for Indigenous language learning and revitalization will be reviewed and applied to Indigenous community contexts. Through readings, interactions with Indigenous Elders, and interactions with Indigenous language keepers, students will develop resource materials to support community language needs.

EC&I 871 AQ Land-Based Pedagogy and Language

This course will explore how land-based education can enhance and inform language pedagogy. This is a language immersion camp which will foster embodied knowing and the holistic aspect of language. Students will work with Elders and Indigenous knowledge keepers to deepen their understanding of language pedagogy and to increase their language fluency.

Approved Electives

ED 821 Indigenous Epistemology (3)

Through readings, interaction with cultural experts, and discussion students will examine oral and written forms of Indigenous knowledge. Students will apply learnings of Indigenous knowledge systems to the integration of Aboriginal content and perspectives into school curricula and educational practice.

ED 822 Culturally Relevant Pedagogy: Effective Teaching Practices for Indigenous Students (3)

This course takes place in a cultural camp setting where students will interact with Elders and cultural experts to explore different forms and systems of Indigenous knowledge. Students will practice Indigenous ways of being, learning, and teaching, and compare their learning with the research.

LING 890AA-ZZ Directed Readings in Linguistics (3)

Special topics in advanced theoretical and applied linguistics.

EC&I 856 Language and Learning (3)

The study of language and its role in learning. The course examines teacher/student interactions, small group discussions, linguistic organization and knowledge, and the construction of knowledge through language.

EFDN 803 Social Justice & Globalization from an Educational Perspective (3)

Explores the research and classroom practice of themes including activist teachers, health, basic education, HIV/AIDS, child protection, gender equality, diversity, multiculturalism, First Nations, infrastructure services, human rights, citizenship, democracy, good governance, private sector development, environment, sustainability, making a difference; and the implications of integrating these themes into the mainstream curriculum

EFDN 806 Introduction to Post-colonial Theories and Representations (3)

This course examines power relations, marginality, hybridity and voice through a post-colonial frame, and traces the effects of colonial histories played out globally and in this geographic location. Under examination are claims of representation and knowledge as they are lived and contested through Indigenous, settler-colonial, and diasporic societies.

EFDN 807 Community Development and Leadership (3)

This course will examine and explore theoretical perspectives and practice issues of community development in a number of diverse community settings. Students will discover the practice of working with communities to find solutions to local issues as well as focus on leadership skills that are essential to supporting community growth.

EC&I 804 Curriculum Development (3)

This course considers key concepts and forces involved in shaping curriculum decision making, theories of curriculum and practical aspects of planning, implementation, evaluation and research.

EC&I 808 Instruction: Theory & Practice (3)

This course explores instruction as socially constructed practice shaped by teacher biography, social contexts and best practices. Students engage in inquiry and critique to better understand and improve their instructional practices.

EC&I 846 Current Research in Reading Theory and Pedagogy (3)

Study of theories and aspects of reading processes and general principles of literacy learning. A review of research regarding materials and practices in reading instruction will be presented.

EC&I 855 Current Theories of Teaching Literature (3)

Literature curriculum and pedagogy (like all curricula and pedagogy) can be seen as cultural constructs originating in ideology. This course will explore the philosophies, theories and beliefs which form the basis for different approaches to the teaching of literature.

EPSY 834 Resilience: Re-Conceptualizing Praxis (3)

A conceptual and critical analysis of resilience and its place in day to day classroom life. Particular attention will be paid to how current research re-structures pedagogical and community practice, theory/practice connections are emphasized.

EC&I 820 Multicultural and Anti-racist Relations Issues in Curriculum (3)

Multicultural and race relation practices at all levels of the education system are constructed out of conflicting social and political discourses. This course engages students in the examination of the issues arising for teachers as they attempt to construct curricula and teaching/learning practices.

EC&I 821 The Impacts of Cultural Concepts on the Design of Aboriginal Education Programs (3)

This course will explore perspectives of various Aboriginal peoples in Canada. Topics will include traditional gender relations, spiritual interpretation, Aboriginal science and the impact of colonialism. The cultural concepts deduced from the discussions of the topics and from Aboriginal curricula will be explored as the basis for Aboriginal education programs.

EC&I 822 Anti-Oppressive Education and Teacher Activism (3)

A history of school and community activism ranges from words of non-cooperation to political organizing. This course examines the politics of protest and activism that accompany theories of justice for social change with respect to race, class, gender and sexual orientation. Students will examine their own knowledge and commitment to social justice for the community and workplace.

890AK - Concepts in Indigenous Spirituality

This course examines concepts in Indigenous spirituality as they relate to visual and popular cultural constructions.

Mapping Courses to Program Outcomes

	Program outcome 1: Students will develop a deeper understanding of Indigenous knowledge and worldview through language	Program outcome 2: Students will increase their knowledge of Indigenous language revitalization methodologies;	Program outcome 3: Students will expand their knowledge of theory and practice of second language acquisition for Indigenous learners	Program outcome 4: Students will gain knowledge on how to develop community-based language planning	Program outcome 5: Students will develop leadership skills in the area of Indigenous Language Education	Program outcome 6: Students will further their language capacity through participation in the language immersion camp.
Required Courses						
ED 817: Research Methods with Indigenous Peoples		✓		✓	✓	
EC&I 858: Theories & research in Second Language Acquisition, Bilingualism & Multilingualism		✓	✓			
EC&I 854 Social & Political Issues in Second Language Education		✓		✓	✓	
EC&I 871 AQ Land-based pedagogy and language	✓	✓	✓	✓	✓	✓
EC&I 871 AR Approaches to Indigenous Language Revitalization	✓	✓	✓	✓	✓	
Approved Elective Courses						
ED 821 Indigenous Epistemology	✓				✓	

ED 822 Culturally Relevant Pedagogy : Effective Teaching Practices for Indigenous Students	✓				✓	
LING 890AA-ZZ Directed Readings in Linguistics	✓					✓
EC&I 856 Language & Learning	✓	✓	✓			
EFDN 803 Social Justice and Globalization from an Educational Perspective				✓	✓	
EFDN 806 Introduction to Post-colonial Theories and Representations					✓	
EFDN 807 Community Development and Leadership				✓	✓	
EC&I 804 Curriculum Development		✓			✓	
EC&I 808 Instruction: Theory & Practice		✓				
EC&I 846 Current Research in Reading Theory and Pedagogy			✓			
EC&I 855 Current Theories of Teaching Literature		✓				
EPSY 834 Resilience: Re-Conceptualizing Praxis			✓		✓	
EC&I 820 Multicultural and Anti-racist Relations Issues in Curriculum					✓	

EC&I 821 The Impacts of Cultural Concepts on the Design of Aboriginal Education Programs	✓	✓				
EC&I 822 Anti-Oppressive Education and Teacher Activism					✓	
890AK - Concepts in Indigenous Spirituality	✓					

There is only one other graduate program in Canada with a specific focus on Indigenous language revitalization: The University of Victoria's MA /MEd in Indigenous language revitalization. This program was extensively studied in preparation of this proposal. The development team also traveled to Victoria to meet with faculty and leadership at the University of Victoria for a day of consultation. Key differences between the proposed program and the MILR program at the University of Victoria are:

- 1) Partnership: The UVIC program is jointly delivered by the Faculty of Education in partnership with the Department of Linguistics. The proposed program is a partnership between First Nations University and the Faculty of Education, University of Regina.
- 2) Format: The UVic program is delivered in an intensive format with classes held on the UVic campus. Students attend classes for three weeks in the summer and then several 5-8 sessions throughout the year. The proposed program uses an intensive format in summers (when teachers are off work) and a part-time approach throughout the fall and winter semesters. Students remain in their community and instructors travel to them.
- 3) Cohort: UVic also uses a cohort model but students are from a range of communities and languages. This differs from the relative linguistic homogeneity that will occur with the proposed program's community-based approach
- 4) Content: UVic's program and the proposed program have similar courses. The proposed program includes a course in land-based education and language pedagogy, something that is not part of the UVic program. The proposed program also specifically targets language teachers. As such, there is less focus on the field of linguistics and more focus on courses related to the field of language education. Another key difference is course

choice: the proposed program is a community-based cohort model and all students will take the same courses but the five approved electives will be selected according to community need. UVic's program consists of named courses. Finally, UVic does not offer a course route. All students must complete a project or a thesis.

First Nations University offers the following related undergraduate and graduate programs:

- Bachelor of Arts and Honours in Cree, Saulteaux, and/or Linguistics
- Bachelor of Arts (another program) with a Minor in Language or Linguistics
- Minor within Arts or Education for any of the five languages (Cree, Dakota, Dene, Nakota and Saulteaux)
- First Nations Language Instructors' Certificate (FNLIC) for the five languages
- Certificate of Extended Studies in First Nations Languages (post B.Ed. program)
- Masters of Arts with specialization in Indigenous Languages/Linguistics

The main differences between the proposed program and the related undergraduate programs is that the proposed program is a graduate program and includes extensive study of current research in the area of Indigenous language education. This program is designed for practicing Indigenous language teachers. While the MA program with the specialization in Indigenous Languages/Linguistics is related to the proposed program, Linguistics and Language Education are different fields. The proposed program more closely aligns with the field of Indigenous language education.

Admission

All applicants must meet the general admission requirements of the Faculty of Graduate Studies and Research. In addition, the Faculty of Education requires the following:

- The applicant must have a four-year degree applicable to the program (normally a B.Ed., B.H.R.D., or B.A.Ed, or equivalent);
- At least two years of teaching or other relevant professional experience preferred;
- A minimum grade point average of 70%.
- Teachers who are currently working in band schools and urban schools with high Indigenous student populations, and others interested in gaining more

knowledge of Indigenous language education are the target groups for this program.

- The deadline dates for applications in Education is February 15 for Fall Admission and October 15 for Winter Admission with the exception of those applying to any Educational Psychology program. The deadline for Educational Psychology is February 15. The application, in addition to letters of recommendation and academic transcripts, should include a career resume and a letter of intent. Students will not be permitted to register until the semester for which they received admission. These review dates are also applicable to requests for program transfer and reapplication
- Priority will be given to applicants who demonstrate Indigenous language fluency or commitment to the development of their Indigenous language in their letters of intent (through participation in language courses; participation in cultural activities and ceremonies which support knowledge of language and worldview, or other community language initiatives)

Professional accreditation requirements

There are no professional accreditation requirements.

Program Rationale

Contribution of the program to the University's strategic plan:

- The MILED program is aligned with the University's strategic plan to indigenize processes, practice, and curricula.
- The MILED program will enhance the reputation of the University of Regina as a leader in indigenization and Indigenous education.
- The MILED program aligns with the Faculty of Education Strategic Plan 2016-2021. The Faculty of Education is committed to indigenization (teaching, learning, researching, outreach). Supporting actions listed for 2016-2021 include developing "a detailed understanding of indigenization with integrated strategies for curricular, pedagogic and programmatic application;" "engaging with Indigenous language revitalization initiatives" and "responding to the academic needs of Indigenous communities."
- The program seeks to support the Saskatchewan Education Sector Plan and the urgent work of teachers in improving the outcomes and graduation rates for Indigenous learners in Saskatchewan schools.

- The program responds to the Truth and Reconciliation Commission Calls to Action, and especially Call to Action 63 which identifies teacher education needs related to Aboriginal education issues and Call to Action 14 which identifies the importance of Indigenous community leadership in strengthening Indigenous languages.

Need for the Program:

- Indigenous language revitalization is on the rise in Canada. The 2016 Canadian Census indicates that in 2016, 263,840 people in Canada reported that they could speak an Indigenous language. From 1996 to 2016, the total number of people who could speak an Aboriginal language well enough to conduct a conversation rose by 8%. The proportion of speakers who acquired an Indigenous language as a second language increased from 18% in 1996 to 26% in 2016. These numbers highlight the need for teacher and leader expertise in the area of Indigenous language education to support this upward trend in Indigenous language acquisition and maintenance.
- The Saskatchewan Teachers Federation (STF) also echoes what the Statistics Canada data suggest. In a January 2019 CBC news article, Patrick Maze, STF President, indicated that “it’s ‘critical’ that immediate action be taken to provide Indigenous language instruction across the province.” The article also highlighted the need to allocate additional funds to school divisions and “more people to Indigenous language instruction.” The proposed program is set to respond to this need.
- Graduates of the Master of Indigenous Language Education will be sought after to support Indigenous Language revitalization in schools as well as community programs.
- The need for the Master of Indigenous Language Education program has also been expressed by Indigenous community leaders.
- The University of Victoria is the only accredited university in Canada to have a Master of Indigenous Language Revitalization program.
- In the past two cohorts at the University of Victoria, a total of twenty students completed the Master of Indigenous Language Education program. One UVic cohort was also offered at the University of Saskatchewan in 2016 and 17 students enrolled in the one-time offering of the program. The cohort is now complete and no additional cohorts of the UVic program will be offered through the University of Saskatchewan.
- The proposed Master of Indigenous Language Education program differs from the University of Victoria because it is a community-based model.

Students do not need to leave their communities to enroll in the program, thus improving their access to support systems. The first cohort, planned for Clearwater River Dene Nation, will be made up of fluent speakers of the Dene language.

- No programs currently offered by the University of Regina will be impacted by this new program.
- The current student demand is primarily in the First Nations communities.
- The Master of Indigenous Language Education program is needed for research and to build capacity to develop Indigenous language resources.

Location of the program and justification

The location of the first cohort is anticipated to be Clearwater River Dene Nation. Subsequent community-based programs will be negotiated with interested communities and will begin once the first cohort is complete in 2022.

Delivery of the program

The program will be delivered part-time and in a blended format (online and face-to-face). EC&I 871 AQ includes a language camp and will be offered away from the community, on the land. The delivery model for the program will follow a sequence which looks like:

- Fall semester = one course, face-to-face, three separate long weekends
- Winter semester = one course, online
- Spring semester = two courses offered in July as a summer institute

The program will begin in Fall 2019 and the final course will be offered in Winter 2022.

Cost-Benefit Analysis

- Full-time faculty at the University of Regina and at First Nations University of Canada with graduate studies accreditation are willing to teach in the MILED program. The Library Approval for the Master's level courses is included with the New Course forms. The Masters of Indigenous Language Education program has been developed to address the unique needs of Indigenous educators.

- This program will be delivered as community-based cohort. The first cohort will be held in Clearwater River Dene River. Based on our consultations with the community and with Meadow Lake Tribal Council, we estimate that roughly sixteen students will enroll in the first cohort of the program.
- Typically, the maximum enrollment for each graduate course in Education is 18 students. The minimum enrollment for each course is 10-12 students at which the revenue generated by the program will exceed the cost.
- For the first cohort planned for Clearwater River Dene Nation, First Nations University is working to establish full funding of the program through grants from the Aboriginal Language Initiative as well the provincial and federal governments.
- The two primary academic units involved in the delivery of the program are the Department of Indigenous Education, Health and Social Work, First Nations University and the Faculty of Education, University of Regina. In the event that LING 890AA-ZZ Directed Readings in Linguistics is selected as one of the approved electives to be offered in the first cohort, then the Department of Indigenous Languages, Arts and Cultures, First Nations University, would also be involved in the delivery of one of the courses in the program.
- Indigenous Education faculty members will teach most of the core courses (see table) and Dr. Anna-Leah King and Dr. Melanie Brice from the Faculty of Education will also teach in the program.

Faculty Member	Core Course	
Dr. Kathleen O'Reilly	ED 817	Research Methods with Indigenous Peoples
	EC&I 858	Theories and Research in Second language Acquisition, Bilingualism & Multilingualism
Dr. Angelina Weenie	EC&I 871	Approaches to Indigenous Language Revitalization
	EC&I 871	Land-Based Education and Language Pedagogy
Dr. Anna-Leah King	EC&I 854	Social & Political Issues in Second Language Education

Timeline

The timeline follows how the courses will be offered for the first community cohort in Clearwater River Dene Nation.

Fall 2019	ED 817	Research Methods with Indigenous Peoples
Winter 2020	EC&I 858	Theories & research in Second Language Acquisition, Bilingualism & Multilingualism
Summer 2020	EC&I 871 AQ EC&I 871 AR	Land-Based Pedagogy and Language Approaches to Indigenous Language Revitalization
Fall 2020	EC&I 854	Social & Political Issues in Second Language Education
Winter 2021	Approved 8XX elective	
Summer 2021	Approved 8XX elective Approved 8XX elective	
Fall 2021	Approved 8XX elective	
Winter 2022	Approved 8XX elective	

Program Administration

The program will be administered by the Faculty of Education.

Teach-out provision

If the program does not succeed, the Faculty of Education offers various graduate program options. Students in the MILED program will be able to transfer 100% credit to the Curriculum and Instruction Master program in the Faculty of Education.

Appendices

Course Forms

- An Experimental Course Request Form for EC&I 871 AR: *Indigenous Language Revitalization* is attached.
- An Experimental Course Request Form for EC&I 871 AQ *Land-Based Learning and Language Pedagogy* is attached.
- A Changes to Existing Course form for EC&I 858 is attached
- A Calendar Course Request form for EC&I 854 (formerly EC&I 871AE Critical Issues in Second Language) is attached.
- Syllabi of three existing courses (ED 817; EC&I 858; and EC&I 854, then EC&I 871AE) are attached

CVs of Participating Personnel

- Dr. Kathleen O'Reilly
- Dr. Angelina Weenie
- Dr. Anna-Leah King
- Dr. Melanie Brice

Support Documentation

- Letter of support from the Saskatchewan Teachers Federation is attached.
- Letter of support from the Ministry of Education is attached.



University of Regina Graduate Studies and First Nations University of Canada

ED 817-S02 Course Syllabus

Research Methods with Indigenous Peoples

Dr. E. Kathleen O'Reilly

Office: 1515, First Nations University of Canada, Regina Campus

Phone: (University) 306-790-5950, extension 3256

(Cell/Text) 306-536-8249

E-mail address: koreilly@firstnationsuniversity.ca

Office Hours: By appointment

Class location:	Room 2002, First Nations University of Canada
Class times:	9 a.m. to 4 p.m.
Class dates:	Alternating Saturdays beginning January 13.

Required Texts

1. *Indigenous Research: Theories, Practices, and Relationships* (2018). Eds. McGregor, D. et al. Canadian Scholars: Toronto.
2. *Kaandossiwin: How We Come to Know* by Kathleen E. Absolon (Minogiizhigokwe) (2011). Fernwood Publishing: Halifax & Winnipeg.
3. *Research is Ceremony: Indigenous Research Methods* by Shawn Wilson (2009). Fernwood Publishing: Halifax & Winnipeg.
4. TCPS 2—2nd edition of *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*
<http://www.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/chapter9-chapitre9/>
5. We will also be reading several articles throughout the term.

Course Description

What exactly *is* an Indigenous research methodology? This course, will examine research methods and studies designed, developed and conducted by and/or with Indigenous Peoples. With an emphasis on research ethics and protocols, students will explore paradigms in Indigenous research methodologies from an Indigenous worldview and gain an appreciation of how these methodologies continue to develop and evolve.

Course Objectives/Outcomes

Students will have opportunities to:

- ✓ Acquire an understanding of protocol and ethical issues when working with Indigenous participants and Indigenous knowledge.
- ✓ Gain an understanding of Indigenous research methodologies.
- ✓ Examine a variety of Indigenous research studies and learn about some of the major researchers in this area.
- ✓ Appreciate the unique relationship between research and Indigenous Peoples.
- ✓ Understand more fully some of the research issues for Indigenous and non-Indigenous researchers.

Course Evaluation

1. Journal responses to readings, discussions, etc. (30%)
2. Written response to Chapter 9: "Research Involving the First Nations, Inuit and Métis Peoples of Canada." Tri-Council Policy Statement (2015) (15%)
3. Literature Review of Indigenous research methodologies (30%)
4. Design of an Indigenous research model (this includes a paper and oral presentation) (25%)

Due dates will be discussed at our first class.

Journal Responses to Readings and Discussions

(30%) You will submit your journal work twice during the term.

As you explore the world of Indigenous Research, it is important to document your thoughts, questions, feelings and ideas about the readings, class discussions and presentations. Your journal is meant to reflect you and your learning. It is deeply personal. It is a record of your path and it starts with you. Think of your journal as a living document - your own personal record - of your learning journey in this class.

While you read, question, wrestle with, ponder, and discuss the various issues we will be covering this term, ask yourself:

- What do I find surprising? Interesting?
- What do I agree with? Disagree with? What new questions do I have?
- What angers me? Delights me? Astonishes me? Worries me?
- What have I learned?
- How can I apply these new learnings? What difference will they make to my work and to my life?

Allow the world around you, the world you live in, to become a living and *deliberate* text for this class and your journal work. Have you seen an interesting website or video that relates to what we're learning about? Is there a newspaper article, a blog, an overheard conversation in a coffee shop, a staff-room debate, or a news item that peaks your interest and growing awareness? Have you dreamt about some of the issues that have emerged from your readings? Are there ideas and assumptions from your past that you now want to challenge and interrogate?

I hope you see what I am getting at. Everything is game. *Everything* counts. *You* count.

You may wish to represent your thoughts, reactions and questions through paintings, drawings, cartoons, collage, photography, video, etc. You may also choose to use a variety of writing genres (poetry, letter-writing, music, drama, etc.).

So, how many journal entries do you have to do? How long do they need to be?

This is difficult to answer as journal entries will vary based on who creates them and all the different ways they can be constructed and construed. Let's just say that you need the equivalent of one journal entry a week, for a total of six. If you are using writing as a guide, think in terms of 3-5 double-spaced, word-processed pages each week. You don't have to do your journal entries for the week all in one go. For instance, you might write a question and/or a paragraph response to something in one session, include a photograph in another, and then finish off with a rant (think CBC's Rick Mercer) in another. See what I mean?

What's important is that you date each entry, so I can see what you're discovering, where you've gone and where you're going.

Written response to Chapter 9: "Research Involving the First Nations, Inuit and Métis Peoples of Canada." Tri-Council Policy Statement (2010)

(15%)

Available on-line, this document is a practical way to apply what we are learning in class to a "real-world" situation. One of my previous classes contributed to the Tri-Council document while it was in its draft stage. In approximately 3-5 pages (word-processed and double-spaced) tell me if you think the chapter outlines most of the important issues relating to research with First Nations, Inuit and Métis peoples. Is it a useful guide? Anything you'd like to see added or changed? What have you learned?

Literature Review on Indigenous Research Methodologies

(30%)

What is Indigenous Research? What are some of the methods used by Indigenous researchers? Who are some of the major researchers in this area? Why is Indigenous Research important?

What are the special protocols and ethical issues that need to be considered and followed? The paper needs to be 10-15 pages, double-spaced, 12 pt. font. Be sure to follow APA guidelines.

Design an Indigenous Research Model

(25%) Written and Oral Presentation

Choose a topic and describe how you would design and plan your own Indigenous research model. What would it look like? What components would it contain?

What are the ethical implications? What would you need to consider carefully in terms of relationship building? What protocols would you need to follow?

You will present your research model to the class and hand in a 5-8 page paper outlining and describing your work. Please use APA format for the paper.

Note: You are *not* actually doing the research for this assignment. You are choosing a research-worthy subject and demonstrating how you would engage in the research using an Indigenous research model(s). Who knows?

University of Regina and First Nations University of Canada
Summary of Academic Regulations & Reminders

Please refer to the University of Regina, Graduate Studies and Research Calendar at <https://www.uregina.ca/gradstudies/current-students/grad-calendar/index.html>

1. **Attendance and Punctuality** - Regular and punctual attendance is very important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students. Instructors will monitor student attendance.

2. **Cheating** - (University of Regina, Academic Calendar, 2007-2009, p. 37). Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:
 - unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
 - copying from the work of other students;
 - communicating with others during an examination to give or receive information, either in the examination room or outside it;
 - consulting others on a take-home examination (unless authorized by the course instructor);
 - commissioning or allowing another person to write an examination on one's behalf;
 - not following the rules of an examination;
 - using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
 - altering answers on an assignment or examination that has been returned;
 - taking an examination out of the examination room if this has been forbidden.

3. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the

examination. If the student refuses to cooperate, the invigilator cannot do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.

4. **Harassment** - All members of the University community 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 University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person.
<http://www.uregina.ca/presoff/vpadmin/policymanual/hr/2010510.shtml>
4. **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 the course syllabus. (For example, some instructors deduct one mark for each day late.)
5. **Plagiarism** - The Faculty of Education and the Faculty of Graduate Studies and Research encourages students to obtain materials from multiple and varied sources for assignments; however, it is a student's responsibility to acknowledge the sources when submitting work for credit.
6. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Graduate Studies and Research.
7. **Special Needs** - Students, who because of a disability may have a need for accommodations, please discuss this with your instructor as soon as possible. You may also wish to contact the Coordinator of the Disability Resource Office (RC 251.15) at 306-585-4631.
8. **Unprofessional Conduct** - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

**THEORIES AND RESEARCH IN SECOND LANGUAGE ACQUISITION,
BILINGUALISM & MULTILINGUALISM**

EC&I 858, WINTER 2015

Faculty of Education, University of Regina

Day: Thursday
Time: 6:30 – 9:15 PM
Dates: January 8, 2015 – April 9, 2015
Location: ED 215
Instructor: Andrea Sterzuk, PhD
E-mail: andrea.sterzuk@uregina.ca
Phone: 585-5607
Office: ED 337
GTA: Cindy Nelson, nelson1c@uregina.ca

Calendar Description:

This course examines current theories and research in second language acquisition, bilingualism and multilingualism and makes connections between this research and the teaching and learning of additional languages. The primary focus of the course is oral language development. Research methodology for studying language acquisition will also be examined.

Required Text: (Available at the U of R Bookstore)

Ortega, L. (2009) *Understanding Second Language Acquisition*. London: Hodder Arnold

Class Format:

For each three-hour class, students are expected to have completed all required readings in order to contribute to the combined lecture and seminar format. Pursuing some of the optional readings can also help to add to the course discussions. Before 10:00 am of each Thursday, students will email questions or comments about the required readings to the course instructor. These questions/emails will then be addressed during class.

Course Requirements:

- 30%: Ongoing submissions of questions/comments regarding required readings
- 30% Methodology Review or Research Proposal (Thursday, February 26, 2015)
- 40%: Comparative study of two language learners (Thursday, April 9, 2015)

Appointments:

Appointments are always available upon request. Please email the instructor directly at andrea.sterzuk@uregina.ca.

Absences:

Attendance, punctuality, and participation are necessary prerequisites for successful graduate-level studies. Any student who is unable to attend a particular class is expected to notify the instructor in advance, whenever it is possible to do so. Students are responsible for all material and activities covered in missed classes (and/or equivalent make-up assignments as determined by the instructor). At the discretion of the course instructor, excessive absences may result in a reduced or failing grade.

Schedule of Topics and Readings

Thursday, January 8, 2015
Introductory Course

No readings

Thursday, January 15, 2015
Introduction to SLA

Required reading

Ortega, L. (2009) Introduction to SLA. Chapter 1 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Dixon, L.Q., Zhao, J., Shin, J., Wu, S., Su, J., Burgess-Brigham, R., Unal Gezer, M., & Snow, C. (2012). What We Know About Second Language Acquisition: A Synthesis From Four Perspectives. *Review of Educational Research*, 82 (5), 5-60.

Thursday, January 22, 2015
Age

Required reading

Ortega, L. (2009) Age. Chapter 2 of *Understanding Second Language Acquisition*. London: Hodder Arnold

Granena, G., & Long, M. H. (2013). Age of onset, length of residence, language aptitude, and ultimate L2 attainment in three linguistic domains. *Second Language Research*, 29(3), 311-343.

Further reading

Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning*, 56 [Suppl. 1], 9-59.

Harley, B. & Hart, D. (1997). Language aptitude and second language proficiency in classroom learners of different starting ages. *Studies in Second Language Acquisition*, 19, 379-400.

Marinova-Todd, S., Marshall, B., & Snow, C. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34, 9-34.

Muñoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching*, 44 (1). 1-35.

Pfenninger, S. (2014). The misunderstood variable: Age effects as a function of type of instruction. *Studies in Second Language Learning and Teaching*, (IV-3), 529-556.

Scovel, T. (2000). A critical review of the critical period research. *Annual Review of Applied Linguistics*, 20, 213-223.

Singleton, D., & Leśniewska, J. (2012). Age and SLA: Research Highways and Bye-Ways. In *New perspectives on individual differences in language learning and teaching* (pp. 97-113). Springer Berlin Heidelberg.

Thursday, January 29, 2015
The Brain & Second Language Acquisition

Required reading

Abutalebi, J., & Chang-Smith, M. (2013). Second Language Representation in the Brain. *The Encyclopedia of Applied Linguistics*.

Mårtensson, J., Eriksson, J., Bodammer, N. C., Lindgren, M., Johansson, M., Nyberg, L., & Lövdén, M. (2012). Growth of language-related brain areas after foreign language learning. *Neuroimage*, 63(1), 240-244.

Thursday, February 5, 2015
Crosslinguistic Influences

Required reading

Chang, Y. F. (2009). How to say no: An analysis of cross-cultural difference and pragmatic transfer. *Language Sciences*, 31(4), 477-493.

Odlin, T. (2013). Crosslinguistic Influence in Second Language Acquisition. *The Encyclopedia of Applied Linguistics*.

Ortega, L. (2009) Crosslinguistic influences. Chapter 3 of *Understanding Second Language Acquisition*. London: Hodder Arnold

Further reading

Hohenstein, J., Eisenberg, A., Naigles, L. (2006). Is he floating across or crossing afloat? Cross-influence of L1 and L2 in Spanish-English bilingual adults. *Bilingualism: Language and Cognition*, 9 (3), 249-261.

Kim, Y. (2009). Crosslinguistic influence on phonological awareness for Korean–English bilingual children. *Reading and Writing*, 22 (7), 843-861.

Kotz, S. (2009). A critical review of ERP and fMRI evidence on L2 syntactic processing. *Brain and Language*, 109 (2-3), 68-74.

Pavlenko, A., & Malt, B. (2011). Kitchen Russian: Cross-linguistic differences and first-language object naming by Russian–English bilinguals. *Bilingualism: Language and Cognition*, 14 (1), 19-45.

Thursday, February 12, 2015
Comprehension vs. Production.

Required reading

Ortega, L. (2009) The linguistic environment. Chapter 4 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Llinares, A. & Lyster, R. (2014). The influence of context on patterns of corrective feedback and learner uptake: a comparison of CLIL and immersion classrooms, *The Language Learning Journal*, 42:2, 181-194, DOI: 10.1080/09571736.2014.889509

Further reading

Izumi, S. (2003), Comprehension and production processes in second language learning: in search of the psycholinguistic rationale of the output hypothesis. *Applied Linguistics*, 24, 168-196.

Krashen, S. (1998). Comprehensible output? *System*, 26, 175-182.

Lightbown, P., Halter, R., White, J., & Horst, M. (2002). Comprehension-based learning: The limits of 'Do it yourself'. *The Canadian Modern Language Review*, 58, 427-464.

Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 471-484). Mahwah, NJ: Lawrence Erlbaum.

Thursday, February 19, 2015
Reading Week

No readings

Thursday, February 26, 2015
Motivation

Required reading

Ortega, L. (2009). Motivation. Chapter 8 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Cheung Matthew Sung, C. (2013). Learning English as an L2 in the global context: Changing English, changing motivation. *Changing English*, 20(4), 377-387.

Further reading:

Noels, K., Pelletier, L., Clément, R., & Vallerand, R. (2000). Why are you learning a second language? Motivational orientations and self-determinism. *Language Learning*, 50, 57-85.

Thursday, March 5, 2015
Individual Differences

Required reading

Ortega, L. (2009). Affect and other individual differences. Chapter 9 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Ortega, L. (2009). Foreign language aptitude. Chapter 7 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Further reading

Dewaele, J.-M., & Furnham, A. (1999). Extraversion: the unloved variable in Applied Linguistics research. *Language Learning*, 49, 509-544.

Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19, 42-68.

Gardner, R., Tremblay, P., & Masgoret, A.-M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal*, 81, 344-362.

Thursday, March 12, 2015 <u>Development of Learner Language & Cognition</u>
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Required reading

Ortega, L. (2009). Development of learner language. Chapter 6 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Ortega, L. (2009) Cognition. Chapter 5 of *Understanding Second Language Acquisition*. London: Hodder Arnold

Further reading:

Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied Linguistics*, 16, 370-391.

Ranta, L., & Lyster, R. (2007). A cognitive approach to improving immersion students' oral language abilities: The Awareness-Practice-Feedback sequence. In R. DeKeyser (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 141-160). Cambridge: Cambridge University Press.

DeKeyser, R. (1998). Beyond focus on form: Cognitive perspectives on learning and practicing second language grammar. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 42-63). Cambridge, UK: Cambridge University Press.

Thursday, March 19, 2015 Work session with Cindy Nelson
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No readings

Cindy will be at class from 6:30 until 8 pm. She will be available to assist you with your final projects. You may want to use the time to work on your questionnaires, talk about transcribing, discuss analysis and/or the format of your actual paper.

Thursday, March 26, 2015

Multilingualism

Required reading

Sterzuk, A., & Nelson, C. (submitted). "Nobody told me they didn't speak English!" : Teacher language views and student linguistic repertoires in Hutterite colony schools in Canada *Journal of Language, Identity & Education*. 8000 wds.

Wei, L. (2014). Translanguaging knowledge and identity in complementary classrooms for multilingual minority ethnic children. *Classroom Discourse*, (ahead-of-print), 1-18.

Zareva, A. (2010). Multicompetence and L2 users' associative links: being unlike nativelylike. *International Journal of Applied Linguistics*, 20 (1), 3-22.

Further Reading

Pennycook, A. (2008). Translingual English. *Australian Review of Applied Linguistics*, 31 (3). 30.1-30.9, doi 10.2104/ara10830

Simon-Maeda, A. (2009). Working the Hybridization: A Case of Bi- and Multilingual Speakers in Japan. *International Multilingual Research Journal*, 3: 90–109.

Simon Auerbach, J. (2011). No sé qué day: Code-switching and code-mixing in a plurilingual family living in Catalonia. *Bellaterra: Journal of Teaching and Learning Language and Literature*, 4 (4). 72-93.

Thursday, April 2, 2015

Social Dimensions of L2 Learning

Required reading

Ortega, L. (2009). Social dimensions of L2 learning. Chapter 10 of *Understanding Second Language Acquisition*. London: Hodder Arnold.

Fotovatian, S (2012). Three constructs of institutional identity among international doctoral students in Australia. *Teaching in Higher Education*, 1-12. DOI: 10.1080/13562517.2012.658557

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), 9-31.

Further reading

Firth, A. and Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA research. *The Modern Language Journal*, 81(3), 285-300.

Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL*, 10, 2, 11-21.

Thursday, April 9, 2015
Use of L1 in L2 Classrooms

Required reading

Cook, V. (2001). Using the first language in the classroom. *The Canadian Modern Language Review*, 57, 402-423.

Horst, M., White, J., & Bell, P. (2010). First and second language knowledge in the language classroom. *International Journal of Bilingualism*, 14, 331-349.

Further reading

Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, but... *The Canadian Modern Language Review*, 57, 531-540.

Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204-218.

Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, 4, 253-276

BOOKS RECOMMENDED FOR ADDITIONAL BACKGROUND READING

De Bot, K., Lowie, L., & Verspoor, M. (2005). *Second Language Acquisition: An advanced resource book*. London/New York: Routledge.

DeKeyser, R. (Ed.). (2007). *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge, UK: Cambridge University Press.

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

Gass, S., & Selinker, L. (2001). *Second language acquisition: An introductory course* (2nd Edition). Mahwah, NJ: Lawrence Erlbaum.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development & disorders: A handbook on bilingualism & second language learning*. Baltimore: Brookes.

Johnson, K. (2001). *An introduction to foreign language learning and teaching*. Harlow, UK: Pearson Education.

Lightbown, P., & Spada, N. (2006). *How languages are learned* (3rd Edition). Oxford: Oxford University Press.

Lyster, R. (2007). *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam/Philadelphia: John Benjamins.

Mackey, A. (Ed.). (2007). *Conversational interaction in second language acquisition: A series of empirical studies*. Oxford: Oxford University Press.

Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.

VanPatten, B., & Williams, J. (Eds.) (2007). *Theories in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

EVALUATION

Assignment 1

Reading Response Submissions

Due: Before 10:00 a.m. on the day of 8 different classes of your choice

Value: 30% of final grade

Objective: The student-generated comments and questions will be incorporated into the instructor's lecture and class discussion and thus serve to ensure completion of required readings and student participation in the seminar format.

Procedure and guidelines:

- Throughout the course, you will make a minimum of 8 submissions comprising 2 questions or comments about the required readings (no more than 2).
- Each question or comment must pertain to a different reading.
- The questions/comments **must be sent in a word-processed attachment**. This file must be named by **your name and class topic** and sent via email to andrea.sterzuk@uregina.ca, no later than 10:00 am on the day class is given.
- Questions or comments should not be about peripheral details but should instead focus on the substance of the study. When specific statements made by the author(s) are referred to, the exact reference should be included using page numbers. Although questions and comments will be evaluated in terms of their relevance to the topic of that day's class, they can certainly express doubts or concerns about the reading with a view to seeking clarification of important material.
- At least one of the questions/comments will be selected to appear on the handout for that particular class, and students will be asked to present (not just read) their question or comment with some elaboration.
- These submissions will count for 30% of the final grade and their quality will be assessed in terms of the extent to which they reflect a thoughtful and thorough reading of the required material, and the extent to which they follow the preceding guidelines.

ASSIGNMENT 2**Methodology Review or Research Proposal****Due date:** Thursday, February 26, 2015**Value:** 30% of final grade**Suggested length:** 10-12 pages (excluding references)**Objective:** To become familiar with research methodology for studying second language acquisition**You have the choice of two different assignments:**

The Methodology Review will require identifying a specific area of SLA research that interests you, reading at least 10 articles, and writing a cohesive review of the methodologies used in these studies. Notice that this is not a general literature review. You need to focus on the research methods that have been used in the studies, describing the types that you find and assessing their strengths and weaknesses.

OR

The Research Proposal will require identifying some aspect of SLA that you would like to learn more about or possibly study for your thesis, reading at least 5-7 articles for a short literature review, and writing a proposal for a study. You will write a paper that explains the purpose of the study, provides a short review of the literature, presents your research questions or hypotheses, describes the methodology, and briefly tells potential implications and applications.

- For either assignment, you must include a Table of Contents at the beginning and, at the end, a Reference List. For more information about the format and style of this assignment, please see the Requirements for Written Assignments that follow Assignment 3.

ASSIGNMENT 3

Comparative study of two language learners

Due date: Thursday, April 9, 2015

Value: 40% of final grade

Suggested length: 10-12 pages (Excluding references and appendix)

Objective: To investigate individual factors involved in learning a second language

Step One: Designing the data collection instrument

- Based on readings and lectures in this course, you prepare a set of at least 25 questions which will provide information concerning the factors involved in your participants' language learning experiences. You will need to first ask questions about the 'givens' of the learning context (e.g. second versus foreign language learning environment, access to radio/TV, etc., in the second language), followed by questions examining the personal characteristics of the learners. This will involve finding out about their aptitude, attitudes, motivation, personality, and preferred learning styles and strategies.
- You may work with others on devising the questionnaire. Design some questions in such a way as to infer certain characteristics. In other words, rather than only asking the participants directly to describe their attitudes, personality or learning style, ask some questions which allow you, the researcher, to confirm these characteristics through inference.

Step Two: The Interviews

- Find two **adults** willing to participate in your study (you may use friends, classmates, family members...). You might try to select one successful learner and another less successful learner in order to investigate the factors contributing to their respective success or lack of success. Or, by selecting two successful learners, you will be able to investigate whether similar or different factors appear to have contributed to their success. You are not required to actually test your participants' L2 proficiency, so you will need to rely on their self-assessment. Remember, however, that learner perceptions of success are relative to learner goals. You may want to provide each participant with a rating scale for the purpose of self-assessment.
- You will need to tape-record each interview in order to easily retrieve important details otherwise missed in note-taking. It is strongly recommended that you transcribe the interviews to facilitate the analysis, although this is not a requirement. You need to have your participants each sign a consent form, which you must design in accordance with information provided in class and then submit with your assignment.

Step Three: The Report

Write up a report of your results using the following format:

1. Brief introduction
2. Description of the data collection procedures

- Describe where/when/how the interview took place (over the phone, at the participant's home, etc...)
3. Description of the participants' L2 language learning history and the linguistic environment
 - Compare the language learning environments of the participants: where each lived, what were the opportunities to hear/use the L2, age, was it formal/informal exposure to L2, etc.; use pseudonyms to refer to your participants
 4. Description of the relevant personal characteristics
 - On the basis of your interview data, compare the personal characteristics of your participants (i.e., aptitude, attitudes, motivation, age, personality, learning styles and strategies) in relation to their learning of a specific L2).
 5. Discussion and Conclusion
 - Discuss what appear to have been the important factors (internal and/or external) in determining your participants' success or failure in acquiring the L2. Remember that, although case studies overcome some of the limitations of experimental studies, the findings of a study with only two participants are not generalizable. However, this does not prevent you from drawing conclusions concerning the factors which have contributed to your two participants' relative success.
 - Make a connection between the results of your comparative study and those of other studies discussed and referred to in class. Do the patterns of your learners follow the trends described by others?
 - Identify what you feel you have learned from doing this analysis.
 6. Reference List and Appendix
 - Attach a copy of the list of questions you used for the interview (do not submit the tape or the transcribed interview) and a copy of your consent form.

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

- Written assignments must be:
 - word-processed
 - double spaced
 - paginated
 - titled with appropriate creativity (i.e., not Assignment 1, Assignment 2)
 - structured clearly **with sub-sections appropriately labeled**
- Follow, with consistency, the style guidelines outlined in the *Publication Manual of the American Psychological Association* (APA)
- Style (e.g., bibliographic references) and formal accuracy (e.g., spelling, and punctuation, including use of commas, ampersands, quotation marks, etc.) will be taken into account.
- Leave an extra space between sections **but not between each paragraph**. Instead, indent five-seven spaces to identify paragraphs.
- Only hard copies will be accepted; do not email or fax your assignments.

- In the case of late assignments, 2 point per day will be deducted. Exceptions will be made for medical reasons supported by appropriate documentation. Be sure to make backups of your work; printer and other computer-related problems cannot defer the lateness penalty.
- The instructor is unable to read preliminary drafts of papers, but will gladly meet with students who would like to receive preliminary feedback as they talk the instructor through their paper anytime prior to one week before the deadline.

University of Regina & Faculty of Education

Summary of Academic Regulations & Reminders

Please refer to §5.13 of the University of Regina Undergraduate General Calendar for more information or please visit the website at <http://www.uregina.ca/gencal/ugcal/>

1. Attendance and Punctuality – Regular and punctual attendance is very important in the Faculty of Education because courses are often based on participation and experiential learning rather than lecture. As well, group activities and assignments are often negatively affected by the absence of students. Instructors will monitor student attendance.

2. Cheating – (University of Regina General Calendar, 2009-2010, p. 34).

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

3. Invigilators' Rights – An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.

4. Harassment – All members of the University community 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 University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person.

<http://www.uregina.ca/presoff/vpadmin/policymanual/hr/2010510.shtml>

5. 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 the course syllabus. (For example, some instructors deduct one mark for each day late.)

6. Plagiarism – The Faculty of Education encourages students to obtain materials from multiple and varied sources for assignments; however, it is a student’s responsibility to acknowledge the sources when submitting work for credit.

7. Language Competence – Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.

8. Special Needs – Students, who because of a disability may have a need for accommodations, please discuss this with your instructor as soon as possible. You may also wish to contact the Coordinator of the Disability Resource Office (RC 251.15) at 585-4631.

9. Unprofessional Conduct – The Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education

EC&I 854

Social & Political Issues in Second Language Education

Day: Monday to Thursday
Time: 2:00 pm – 4:40 pm
Dates: July 2, 2015 – July 23, 2015
Location: ED 223.1
Instructor: Andrea Sterzuk, PhD
Email: andrea.sterzuk@uregina.ca
Twitter: @andreasterzuk
Phone: (306) 585-5607
Office: ED 236.2
GTA: Cindy Nelson, nelson1c@uregina.ca

Course description and objectives:

An examination of social identity, first language maintenance, and power relations, and their impact on the nature of second language teaching. Students gain knowledge about major arguments on these topics and also explore how various theories and perspectives can be incorporated in their own research and practice.

Class Format:

For each class, students are expected to have completed all required readings in order to contribute to the combined lecture and seminar format. Pursuing some of the optional readings can also help to add to the course discussions. Before 9 am of each course day, students will email questions or comments about the required readings to the course instructor. These questions/emails will then be addressed during class.

Course Requirements:

- 30% Ongoing submissions of questions/comments regarding required readings
- 30% Current Event Analysis (July 16)
- 40%: Academic Poster (July 23)

Thursday, July 2
Introductory Course

No readings

Presentation by Gillian Nowlan, University of Regina Library, *Graduate student research*

Monday, July 6
Language Teacher Education for Social Justice

Guest Lecture

Dr. Brian Morgan, Glendon College, York University, *Language teacher education for social justice*

Required reading

Hawkins, M., & Norton, B. (2009). Critical language teacher education. *Cambridge guide to second language teacher education*, 30-39.

Morgan, B., & Vandrick, S. (2009). Imagining a Peace Curriculum: What Second-Language Education Brings to the Table. *Peace & Change*, 34(4), 510- 532.

Further reading

Clarke, M., & Morgan, B. (2011). Education and social justice in neoliberal times: Historical and pedagogical perspectives from two postcolonial contexts. *Social justice language teacher education*, 63-85.

Pennycook, A. (2004). Critical moments in a TESOL praxicum. *Critical pedagogies and language learning*, 327-345.

Tuesday, July 7
Identity & Language Learning

Required reading

Darvin, R., & Norton, B. (2015). Identity and a model of investment in applied linguistics. *Annual Review of Applied Linguistics*, 35, 36-56.

Giroir, S. (2014). Narratives of participation, identity, and positionality: Two cases of Saudi learners of English in the United States. *TESOL Quarterly*, 48(1), 34-56.

Further reading

Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(04), 412-446.

Lin, S. (2015). Circulating discourses of minority education: The linguistic construction of modernity in globalizing Taiwan. *Anthropology & Education Quarterly*, 46(1), 71-87.

Wednesday, July 8
Heteronormativity & the Language Classroom

Required reading

Dumas, J. (2008). The ESL classroom and the queerly shifting sands of learner identity. *TESL Canada Journal*, 26(1), 1-10.

Liddicoat, A. J. (2009). Sexual identity as linguistic failure: Trajectories of interaction in the heteronormative language classroom. *Journal of Language, Identity, and Education*, 8(2-3), 191-202.

Further reading

Gray, J. (2013). *Critical perspectives on language teaching materials*. Palgrave Macmillan.

Lubold, S. (2013). Owning inclusive sexuality in the English language classroom. *Journal and Proceedings of the Gender Awareness in Language Education*, 44, 18-22.

Moore, A. R. (2014). Inclusion and Exclusion: A case study of an English class for LGBT Learners. *TESOL Quarterly*.

Thursday, July 9
Gender & TESOL

Required reading

Appleby, R. (2013). Desire in translation: White masculinity and TESOL. *TESOL Quarterly*, 47(1), 122-147.

Norton, B., & Pavlenko, A. (2004). Addressing gender in the ESL/EFL classroom. *TESOL Quarterly*, 38(3), 504-514.

Further reading

Appleby, R. (2014). White Western male teachers constructing academic identities in Japanese higher education. *Gender and Education*, 26(7), 776-793.

Barton, A., & Sakwa, L. N. (2012). The representation of gender in English textbooks in Uganda. *Pedagogy, Culture & Society*, 20(2), 173-190.

Davis, K. A., & Skilton-Sylvester, E. (2004) Looking back, taking stock, moving forward: Investigating gender in TESOL. *TESOL Quarterly*, 38 (3), 381-404.

Takahashi, K. (2012). *Language learning, gender and desire: Japanese women on the move* (Vol. 16). Multilingual Matters.

Monday, July 13

Race & Language Learning in Multicultural Canada

Required reading

Kubota, R. (2015). Race and language learning in multicultural Canada: towards critical antiracism. *Journal of Multilingual and Multicultural Development*, 36(1), 3-12.

Sterzuk, A. (2015). 'The standard remains the same': language standardisation, race and othering in higher education. *Journal of Multilingual and Multicultural Development*, 36(1), 53-66.

Further reading

Fleming, D. (2015). Citizenship and race in second-language education. *Journal of Multilingual and Multicultural Development*, 36(1), 42-52.

Lee, E. (2015). Doing culture, doing race: everyday discourses of 'culture' and 'cultural difference' in the English as a second language classroom. *Journal of Multilingual and Multicultural Development*, 36(1), 80-93.

Shin, H. (2015). Everyday racism in Canadian schools: ideologies of language and culture among Korean transnational students in Toronto. *Journal of Multilingual and Multicultural Development*, 36(1), 67-79.

Tuesday, July 14

Language Policy in Settler & Postcolonial Contexts

Guest Presentations

Rubina Khanam, PhD student, *Language-in-education policy in Bangladesh*

Raymond Karikari Owusu, MEd student, *Language-in-education policy in Ghana*

Required Reading

Haque, E., & Patrick, D. (2015). Indigenous languages and the racial hierarchisation of language policy in Canada. *Journal of Multilingual and Multicultural Development*, 36(1), 27-41.

Pavlenko, A. (2008). Multilingualism in post-Soviet countries: Language revival, language removal, and sociolinguistic theory. *International journal of bilingual education and bilingualism*, 11(3-4), 275-314.

Further Reading

Canagarajah, A. S. (Ed.). (2015). *Reclaiming the local in language policy and practice*. Routledge.

Hamid, M. O., Jahan, I., & Islam, M. M. (2013). Medium of instruction policies and language practices, ideologies and institutional divides: voices of teachers and students in a private university in Bangladesh. *Current Issues in Language Planning*, 14(1), 144-163.

Heugh, K. (2013). Multilingual education policy in South Africa constrained by theoretical and historical disconnections. *Annual Review of Applied Linguistics*, 33, 215-237.

Kamwangamalu, N. M. (2013), Effects of policy on English-medium instruction in Africa. *World Englishes*, 32: 325–337. doi: 10.1111/weng.12034

Pavlenko, A. (2013). Multilingualism in Post-Soviet Successor States. *Language and Linguistics Compass*, 7(4), 262-271.

Ramanathan, V. (2014). Overcoming Colonial Policies of Divide and Rule Postcolonialism's Harnessing of the Vernaculars. *Review of Research in Education*, 38(1), 290-311.

Wednesday, July 15

Indigenous Language Revitalization

Required reading

Ball, J. & Mclvor, O. (2013). Canada's big chill: Indigenous languages in education. In C. Benson, K. Kosonen (eds.), *Language issues in Comparative Education: Inclusive teaching and learning in non-dominant languages and cultures*, pp. 19-38. Sense Publishers: Rotterdam, The Netherlands.

Mclvor, O., Napoleon, A., & Dickie, K. (2009). Language and culture as protective factors for at-risk communities. *Journal of Aboriginal health*, 5(1), 6-25.

Website: <http://www.giftoflanguageandculture.ca/history.html>

Website: <http://www.cclcca.ca/CCL/Reports/StateofAboriginalLearning/SALCaseStudiesStory2.html>

Newspaper article: <http://globalnews.ca/news/833596/saskatoon-bilingual-cree-program-welcomes-many-new-faces/>

Further reading

Kirkness, V. (1998). The critical state of Aboriginal languages in Canada. *Canadian Journal of Native Education*, 22(1), 93-107.

Aylward, M. L. (2010). The role of Inuit languages in Nunavut schooling: Nunavut teachers talk about bilingual education. *Canadian Journal of Education*, 33(2), 295-328.

Thursday, July 16 Native-speakerism
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Guest Presentation

Ricardo Arisnabaretta Montejo, former MEd student, *Native-speakerism in higher education*

Required reading

Kumaravadivelu, B. (2014). The Decolonial Option in English Teaching: Can the Subaltern Act?. *TESOL Quarterly*. doi: 10.1002/tesq.202

Moussu, L., & Llorca, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315-348. doi: 10.1017/S0261444808005028

Further reading

Pavlenko, A. (2003): "I Never Knew I Was a Bilingual": Reimagining Teacher Identities in TESOL, *Journal of Language, Identity & Education*, 2:4, 251-268

Rivers, D. J., & Ross, A. S. (2013). Idealized English teachers: The implicit influence of race in Japan. *Journal of Language, Identity & Education*, 12(5), 321-339.

Monday, July 20

Minority Languages & Language loss

Guest Presentation:

Anna von Staden, former MEd student, *Fransaskois women & language loss*

Required reading

McCarty, T. L., Romero, M. E., & Zepeda, O. (2006). Reclaiming the gift: Indigenous youth counter-narratives on Native language loss and revitalization. *The American Indian Quarterly*, 30(1), 28-48.

Guardado, M. (2006). Engaging language and cultural spaces: Latin American parents' reflections on language loss and maintenance in Vancouver. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée*, 9(1), 51-72.

Further reading

Fillmore, L. W. (1991). When learning a second language means losing the first. *Early childhood research quarterly*, 6(3), 323-346.

Gkaintartzi, A., & Tsokolidou, R. (2011). "She is a very good child but she doesn't speak": The invisibility of children's bilingualism and teacher ideology. *Journal of Pragmatics*, 43(2), 588-601

Tuesday, July 21

Christianity & English Language Teaching

Required reading

Pennycook, A., & Makoni, S.. (2005). The modern mission: The language effects of Christianity. *Journal of Language, Identity and Education*, 4(2), 137-155.

Baurain, B. (2007). Christian witness and respect for persons. *Journal of Language, Identity, and Education*, 6(3), 201-219.

Further reading

Varghese, M. M. & Johnston, B. (2007), Evangelical Christians and English language teaching. *TESOL Quarterly*, 41: 5–31. doi: 10.1002/j.1545-7249.2007.tb00038.x

Sartor, V. (2015). God and apple pie: American missionaries teaching English in Siberia. *МИР НАУКИ, КУЛЬТУРЫ, ОБРАЗОВАНИЯ*, (1 (50)).

Wednesday, July 22
Forensic linguistics & asylum seekers

Required reading

Eades, D. (2009). Testing the claims of asylum seekers: The role of language analysis. *Language Assessment Quarterly*, 6(1), 30-40.

Campbell, J. (2013). Language analysis in the United Kingdom's refugee status determination system: seeing through policy claims about 'expert knowledge'. *Ethnic and Racial Studies*, 36(4), 670-690.

Further reading

McNamara, T., Van Den Hazelkamp, C., & Verrips, M. (2014). LADO as a Language Test: Issues of Validity. *Applied Linguistics*, 1-23.

Thursday, July 23
Posters

Posters 8:30 - 11:20
No afternoon class

EVALUATION

Assignment 1**Reading Response Submissions**

Due: Before 9:00 a.m. on six different classes of your choice

Value: 30% of final grade

Objective: The student-generated comments and questions will be incorporated into the instructor's lecture and class discussion and thus serve to ensure completion of required readings and student participation in the seminar format.

Procedure and guidelines:

- Throughout the course, **on six days of your choice**, you will make a minimum of six submissions. Each submission comprises two questions or comments about the required readings.
- Each question or comment must pertain to a different reading.
- The questions/comments **must be sent in one word-processed attachment**, via email to andrea.sterzuk@uregina.ca no later than 9:00 am on the day class is given.
- Please format your attachments as Times New Roman, font size 12, and single-spaced.
- Questions or comments should not be about peripheral details but should instead focus on the substance of the reading. Although questions and comments will be evaluated in terms of their relevance to the topic of that day's class, they can certainly express doubts or concerns about the reading with a view to seeking clarification of important material.
- When specific statements made by the author(s) are referred to, the exact reference should be included using page numbers.
- At least one of the questions/comments will be selected to appear on the handout for that particular class, and students will be asked to present (not just read) their question or comment with some elaboration.
- When you have completed all six of your reading responses, please provide me with a compiled hard copy of all your responses.
- These submissions will count for 30% of the final grade and their quality will be assessed in terms of the extent to which they reflect a thoughtful and thorough reading of the required material, and the extent to which they follow the preceding guidelines.

Assignment 2

Current Event Analysis

Due Date: July 16, 2015

Value: 30% of final grade

Objective: The purpose of this assignment is for students to begin reflect upon hidden power dynamics present in current events pertaining to language, identity and power. Learning to analyze day-to-day events in this way will help you to transfer this critical thinking to your own teaching contexts.

Procedures and guidelines:

- Choose an article from a credible news source anywhere in the world to discuss a current event pertaining to language, identity, and power. The article does not need to be written in English.
- Critique this article by writing an essay (3-4 pages) discussing the article's content; identifying biases in the author's understanding of language and identity formation;

and analyzing hidden power dynamics. You can also provide an alternative explanation of the event.

- Use course readings (and perhaps other related readings that you find on your own) to inform your analysis. When you use these readings, you must cite and reference according to APA guidelines.
- This assignment will count for 30% of the final grade and its quality will be assessed in terms of the extent to which it reflects a thoughtful and thorough analysis of the event and the extent to which the essay follows the preceding guidelines.

Assignment 3

Academic poster session

Due Date: July 23, 2015

Value: 40% of the final grade

Prepare a poster that lays out a plan of critical activism as informed by this course (and your morning course). Complete a plan for a project that, if completed, would promote a particular aspect of anti-oppressive action and/or learning. **The project should clearly emphasize some aspect of language education.**

Plan a project that you find compelling or that has particular salience to you. It should be a project that you hope to pursue or are already pursuing in your graduate studies or in your work as an education professional.

The assignment should include

- context of your plan
- a purpose statement
- significance or contributions of the project (to the author and to the wider society/school)
- theoretical support and references
- description of activities or method
- desired outcomes
- implications for the changing role of the education professional
- justification that this project is critical activism
- overall presentation (oral and visual)

In keeping with the practice of poster sessions at academic conferences, all posters will be on display for all classmates and invited guests to read and examine. Being present to showcase your poster is a requirement of the course.

The poster session will be held on July 23, 2015 from 8:30 to 11:20am. Students should be available during the session to talk about their posters and to elaborate on their plans. The session will be open to Faculty of Education professors, instructors and guests.

This project will fulfill the major requirement in both the morning course (EC&I 822 *Anti-Oppressive Education and Teacher Activism: How Far Will You Go?*) and EC&I 871AE

Critical Issues in Second Language Education. You should submit a single poster that will be marked twice, in accordance with the emphasis of each course.

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

- Written assignments must be:
 - word-processed
 - double spaced (except for the reading responses)
 - paginated
 - titled with appropriate creativity (i.e., not Assignment 1, Assignment 2)
 - structured clearly **with sub-sections appropriately labeled**

- Follow, with consistency, the style guidelines outlined in the *Publication Manual of the American Psychological Association (APA)*
- Style (e.g., bibliographic references) and formal accuracy (e.g., spelling, and punctuation, including use of commas, ampersands, quotation marks, etc.) will be taken into account.
- Leave an extra space between sections **but not between each paragraph**. Instead, indent five-seven spaces to identify paragraphs.
- Only hard copies will be accepted; do not email your assignments (except for the reading responses)
- In the case of late assignments, 2 percentage points per day will be deducted. Exceptions will be made for medical reasons supported by appropriate documentation. Be sure to make backups of your work; printer and other computer-related problems cannot defer the lateness penalty.
- The instructor is unable to read preliminary drafts of papers, but will gladly meet with students who would like to receive preliminary feedback as they talk the instructor through their paper.

Graduate Programs in the Faculty of Education: Rubric for 800 and 900 Level Classes

Rationale: The purpose of this document is to provide graduate students and instructors with a rubric device that will assist them in understanding Faculty of Education expectations for student submissions. At the graduate level it should not be assumed that simply submitting all assignments at an average level would lead to be high mark. This rubric describes the quality of the submission for each mark range.

Regulations regarding Student Grades:

1. Students at the masters or doctoral level must have marks greater the 70% to pass a course. A graduate student may fail (achieve a grade of less than 70%) one course and continue in his/her program. Should a student fail a second graduate class in his/her program then he/she will be required to discontinue from that program.
2. Masters student have no grade point average (GPA) requirement to continue in their program or to convocate. A student must complete all requirements of the program with a passing grade; however, no minimum GPA is required to complete a masters program.
3. Doctoral students are expected maintain a minimum GPA of 80% or higher in the course work of their programs. This guideline is within the Faculty of Education, not the Faculty of Graduate Studies and Research.

Rubric

The grade descriptions are in 5-mark intervals. These descriptions are intended as guidelines for evaluation purposes.

70 – 75%

- Work in this range is to be considered as meriting a passing mark but does not show new interpretations of material.
- Assignments are complete but little new analysis is provided in the work
- Grammatical structure frequently contains fundamental errors. The wording may make understanding the written arguments difficult or impossible.
- Arguments are not supported with references. Citations are missing or infrequently used. Unsubstantiated “truth” claims are made in the paper. Literature cited may be limited and/or not appropriate; for example, articles cited may not be peer reviewed or not from scholarly sources.
- Arguments are not consistent or logically made.

76 – 80%

- The work done in this mark range will be a little below the average level expected at the graduate level.
- Assignments include some new analysis but do not consistently show strength. If work submitted has frequent grammatical errors then the grade should reflect this lack. When writing of a paper is not at the expected level, then the mark awarded on the assignment should be less than 80%. Students at the graduate level are expected to be able to write at a scholarly level. Arguments are supported by citing appropriate literature; however, weaknesses in the arguments are obvious.

81 – 85%

- Work in this range is what might be considered the norm for graduate students. Assignments that are well done should be graded in this range. In classes where the assignments are not primarily papers written from the literature, this mark range would be the expected for well done assignments.
- Work will be consistently free of grammatical and spelling errors and written at a scholarly level that is expected of graduate students.
- Citations are made when they are required. The references should be appropriate when used. Students should demonstrate that they know the difference between peer-reviewed sources and others that are used in scholarly writing.
- Analyses should be made in clear logical arguments and appropriately supported. In this mark range analysis should begin to show deeper understanding of the material and an ability to apply the material in new ways.

86 – 90%

- To be awarded marks in this range, assignments should be written in strong academic style. They should be free of grammatical and spelling errors.
- Arguments should be clearly written and strongly made. Analyses should show some aspect of new thinking and should make points that are not simply summaries of the reviewed material. Critical comparisons of literature should be made.
- Connections should be made between the reviewed material and other materials in the field. These connections should be newly made by the student and not repeating those that are made by authors in the reviewed material.
- Work receiving grades in this range should be at the level that the instructor would not hesitate to recommend the student for scholarship or a doctoral program.

91 – 95%

- Work in this range should be exemplary; that is, it should be clearly superior to all but the best graduate student work. Marks in this range should be reserved for submissions that are superior to those of most (90%) graduate students.
- Arguments must be clearly formulated and supported extensively by references from the literature.
- Analyses of material should go beyond the simple, and normally would be expected to present a new interpretation of the material.
- Work awarded marks in this range should be essentially publishable in journals with only minimal changes.
- When assignments are graded at this level they should be superior to others submitted in the class. It is very unlikely that more than 1 or 2 students in a class of 16 would meet these requirements. It is more likely that no work submitted in the class would achieve this grade.
- Masters students who achieve this kind of grade should be accepted to a doctoral program.

96 – 100%

- For work to receive marks in this range it should be on its way to being published.
- Work would have to show new and unique interpretations, arguments and conclusions. It would not be expected that a grade at this level would be assigned more than once in several classes



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E-mail: koreilly@firstnationsuniversity.ca and/or



Summary of Experience and Skills

- Over 20 years of teaching at post-secondary institutions;
- Successful teaching and counseling experience at elementary, secondary and post-secondary institutions in Saskatchewan, Alberta, Ontario and Quebec;
- Familiarity with Saskatchewan (and other jurisdictions' approaches to) Integrated-School-Linked Services and Community Schools Programming and Implementation;
- Teaching experience in Northern Saskatchewan;
- Proven collaborative, interpersonal, administrative conceptual, analytical, problem-solving, program management and organizational skills;
- Cross-cultural teaching experience with First Nation and Métis peoples;
- Cree language learner;
- Over five years of Resource Room and Special Education teaching (inclusive practice, IEP, program design and assessment experience);
- Solid knowledge and experience with government processes and structures, public policy development and strategic planning;
- Extensive teacher education background with an emphasis on Indigenous Studies, Literacy, Educational Foundation, Elementary and Secondary English (writing, reading, children's literature), Inclusive Education, Social Justice, English as a second-language.
- Strong written, analytical, conceptual and spoken communication skills (My book, *Tales Out of School*, 1992 was a Canadian best-seller);
- Excellent understanding of Indigenous, qualitative and quantitative research methods;
- Recipient of a \$10,000 Max Bell Native & Northern Research Fellowship; and
- Nominated for an Alberta Bright Children (ABC) Teacher Award.

Academic Degrees

PhD	2001. Curriculum and Instruction Department of Educational Studies McGill University, Montreal, Quebec. Dissertation Title: <i>She's Still on My Mind: Teachers' Memories, Memory-Work and Self-Study</i> (Qualitative Study)
M.Ed.	1986. Curriculum and Instruction (English, Language Arts and Educational Psychology) University of Regina, Regina, Saskatchewan. Thesis Title: <i>A Study of the Effect of Reading Level, Reports and Guides on Students' retention of Specific Information in Strong-Campbell Interest Inventory Reports</i> (Quantitative Study)
B.E.A.D.	1979. Majors in elementary and secondary English and Language Arts and Educational Psychology, University of Regina, Regina, Saskatchewan (*4-month internship at Archbishop M.C. O'Neill High School, Regina, Saskatchewan).
BA	1975. Majors in English, Drama, Psychology and Anthropology, University of Regina, Regina, Saskatchewan.

Additional Qualifications and Certificates

Faculty of Graduate Studies and Research Accreditation: Category D
 Theatre of the Oppressed Certification (2010)
 Grief Counseling Certification (2009)
 Ontario Ministry Additional Qualifications: Guidance and Counseling Certification (1990)
 Ontario Ministry Additional Qualifications: Special Education Certification (1992)
 Summer Institute for Educational Administrators, Banff, Alberta (1989)
 Suicide Prevention Training program, Calgary, Alberta (1989)
 Saskatchewan Teacher's Professional A Certificate (1978)
 Certificat de Langue Française (1972). Cours de Civilisation Française à la Sorbonne, Université de Paris, Paris, France.

Employment

2009-present	Associate Professor, Indigenous Education, First Nations University of Canada, Regina, Saskatchewan
2009-2008	Drama Teacher & School Counsellor, La Loche Community School, Northern Lights School Division, #113
2003-2005	Associate Professor, Faculty of Education, University of Regina, Regina, Saskatchewan

2000-2003	Assistant Professor, Faculty of Education, University of Regina, Regina, Saskatchewan
2000-1999	Senior Policy Advisor, Office of Disability Issues, Government of Saskatchewan, Regina, Saskatchewan
1999-1996	Manager, Integrated School-Linked Services, Saskatchewan Education, Government of Saskatchewan, Regina, Saskatchewan
1996-1994	Educational Psychology and Special Education Instructor Faculty of Education, University of Ottawa, Ottawa, ON
1995-1994	Language Arts and Reading Instructor, Waskaganish Quebec (Northern Cree Community near James Bay), McGill Native and Northern Teacher Education Program, McGill University, Montreal, PQ
1993-1992	Upgrading/ Business English & Administration Communications Instructor, Algonquin College, Ottawa ON
1990-1985	Resource Teacher Consultant and Coordinator of Student Services (Administration), F. E. Osborne Junior-High School, Calgary Board of Education, Calgary, AB

University Undergraduate Courses Taught:

Justice Studies, Anti-racist Education, Language Arts (foundations and methods), Language and Literacy, Educational Foundations, Reading, Literature, Writing, Curriculum, Culture and Language, Working with Students with Exceptionalities, Inclusive Education, Health, Social Studies Methods, Educational Psychology and Assessment.

University Graduate Courses Taught:

Research with Indigenous Peoples, Indigenous Research Methodologies, Qualitative Research, Narrative Inquiry, Autobiography, Self-Study and Memory-Work, Curriculum Development(s).

Academic Awards/Nominations/Special Honours

2007	Professor Emerita, University of Regina
2003	Tenure granted from the University of Regina
2001	My book, <i>Tales Out of School</i> , a national bestseller, was one of a select number of books chosen by reviewers as an “invaluable resource in the classroom” and one that “they refer to time and time again.”
1995	Max Bell Native and Northern Fellowship (\$10,000)
1988	Nominated for an ABC Teaching Award, Calgary, Alberta
1978	Saskatchewan Teachers’ Federation Scholarship

International Work

- 2003 The University of Regina, University of Lethbridge and Simon Fraser University were involved in an international academic mobility project with partner universities from England, Spain and Germany. I was one of the representatives from the University of Regina. The project received funding (\$200,000) from Human Resources Development Canada (HRDC) and is titled, *Internationalization, Cultural Difference and Migration: Developing a Curriculum for Teacher Education*.
- 2003 Transatlantic Education and Training Conference, Lisbon, Portugal, December 6-9.
- 2003 Received formal invitation from Chinese educators in Yongjii City, Jilin Province, China to engage in a joint self-reflective research methodology project with Chinese teachers, May 2004.
- 2003 Received formal invitation to participate in a summer cultural camp program in Zhuji, China.
- 2002 Hosted education delegates from Jilin Province, China.
- 2002 Member of the writing group that revised and developed the new constitution for the University of Regina, Faculty of Education, Centre for International Education and Training (CIET).
- 2002 On behalf of the University of Regina's international Office, I met with representatives from Universidad Simon Bolivar, Mexico, to share information about the Faculty of Education.

Books

- Mitchell, C.; Weber, S. & O'Reilly-Scanlon, K. (2005). *Just who do we think we are? Self-study methodologies in teacher education*, London: RoutledgeFalmer.
- O'Reilly-Scanlon, K. (1992). *Tales out of school*. Carp, ON: Creative Bound.

Refereed Publications

- Pete, S., Schneider, B. & O'Reilly, K. "Indigenizing Our Teaching- Decolonizing Our Practice." (2013). *First Nations Perspectives, The Journal of the Manitoba First Nations Resource Centre Inc.* Vol. 5, 2013.
- Bayley, J. Ellis, A. & O'Reilly, E. K. (2012) "Rocky Road or Smooth Sailing? Recent Graduates' Recollections and Reflections of the Doctoral Journey." *Brock Journal: A Journal of Educational Research and Practice*, Vol. 21, No. 2, 2012, pp. 88-102
- Segal, E. K. (2011) Indigenizing my Teaching in a Colonized World. *International Conference on Indigenous Education, Health and Culture Conference Proceedings*, Tzu Chi University, Hualien, Taiwan.

- O'Reilly-Scanlon, K. & Corbin-Dwyer, S. (2005) *The beauty, the splendor, the wonder of my hair: girlhood experiences of hairstyles*. In J. Reid-Walsh & C. Mitchell (Eds.) *Seven going on seventeen: 'Tween culture in girlhood studies*. New York, NY: Peter Lang.
- O'Reilly-Scanlon, K. (2005) Communion dress violations. In S. Weber & C. Mitchell (Eds.) *Not just any dress: Explorations of dress, identity and the body*. New York, NY: Peter Lang.
- O'Reilly-Scanlon, K., Watson, C. & Weenie, A. (2004) Pathways to understanding: "Wâhkôhtowin as a research methodology. *McGill Journal of Education*.
- O'Reilly-Scanlon, K. (2002). Muted echoes and lavender shadows: Memory work and self-study. *Making a difference in Teacher Education Through Self-Study, Volume 2*. ISBN 1-55339-025-3, 74-78.
- O'Reilly-Scanlon, K. (2001). *Two researchers in an artist's studio*. *Journal of Professional Studies*, 9(1), 67-70.
- Martin, C. L., & O'Reilly-Scanlon, K. (1991). Junior-high students conducting research. *Agate, Journal of the Gifted and Talented*, 5(2), 24-26.
- Ryan, H., O'Reilly-Scanlon, K., Hemingway, P., & Dooud P. Through the eyes of today's teachers; What Canadian teachers said about their job satisfaction, motivation and health in the 2001-2002 school year. *Canadian Journal of Education*.

Government Publications and Reports

- Saskatchewan Advisory Committee on Disability Issues. (2001). *Saskatchewan Disability Action Plan*. Regina, SK.: Government of Saskatchewan.

Papers-International Conferences

- O'Reilly, E.K. & Swan, I. (2017) *Indigenizing our Teaching*, World Indigenous Conference, Toronto.
- O'Reilly, E.K. & Weenie, A. (2017) *Pawatamowin: Dream a Little Dream*, Canadian Society for the Study of Education (CSSE), Congress.
- O'Reilly, E.K. (2017) Provoking Curriculum Conference, McGill University. *Memories Revisited: What did I learn about First Nations People in school?*
- O'Reilly, E. K. (2014) World Indigenous People's Conference on Education (WIPC:E)
Waikiki, Hawaii. Two papers presented.

- Segal, E. K. (2011, August) *Indigenizing my Teaching in a Colonized World*. Paper presented at the International Conference on Indigenous Education, Health and Culture, Tzu Chi University, Hualien, Taiwan.
- O'Reilly-Scanlon, K. (2002, July). *Time and again: Cross-cultural memories of learning to read and write*. Paper presented at the International Reading Association World Congress, Edinburgh, Scotland.
- O'Reilly-Scanlon, K. (2002, July). *Lavender shadows*. Paper presented at the Teacher Education and Self-Study Castle Conference, Sussex, England.
- O'Reilly-Scanlon, K. (2001, July). *Still on our mind: Memory-Work and self-Study*. Paper presented at the English International Literacy and Education Research Network, Spetses, Greece.
- O'Reilly-Scanlon, K. (2001, July). *From the margins to the mainstream: Meeting the language and literacy needs of students with risk factors*. Paper presented at the International Reading Association, European Conference on Reading, Dublin, Ireland.
- Ryan, H. Hemingway., P., Bayley, J., O'Reilly-Scanlon, K., (2001, Dec.). *Another look at teachers' lives: (Re)shaping the research process*. Paper presented at the Australian Educational Research Association Conference, Freemantle.

Papers-National Conferences

- O'Reilly, K. George, G., Thomas, M. Swan, S. *Kikiskisin Ci: How School Has (Re)Shaped Us*. International Conference on Indigenous Health and Education, Temuco, Chile. December 2012.
- Segal, E. K. *Indigenizing my teaching in a colonized world*. International Conference on Indigenous Education, Health and Culture Conference Proceedings, Tzu Chi University, Hualien, Taiwan.
- Segal, E.K., *Indigenizing my teaching*. AWASIS Conference, Saskatoon, SK. March 2010.
- O'Reilly-Scanlon, K., Weenie, A., & Watson, C. *Medicine wheel teachings for transformative memory-work and writing*. Leaders and Healers Focus 2004 Conference, Victoria, BC.
- O'Reilly-Scanlon, K., & Bayley, J., (2003, May). *Rocky road or clear sailing: Recent graduates' recollections and reflections of the doctoral journey*. Paper presented at the 31st. Annual Conference of the Canadian Society for the Study of Education (CSSE), Halifax, NS.
- O'Reilly-Scanlon, K., & Weenie, A. (2003, May) *Pathways to understanding: "Wâkôhtowin" as researching methodology*. Paper presented at the 31st. Annual Conference of the Canadian Society for the Study of Education (CSSE), Halifax, NS

- O'Reilly-Scanlon, K., & Weenie, A. (2003, March) Writing as reflective practice. Paper presented at the AWASIS Conference, Saskatoon, SK.
- O'Reilly-Scanlon, K., & Weenie, A., Waston, C., (2002, Apr.) School memories of reading, writing and race. Paper presented at the Treaty 4-Education Conference 2002. "Building a Future Together-the path to Success." Regina, SK.
- O'Reilly-Scanlon, K., (1994, Oct.) Crossing unyielding borders: Immigrant children's school memories. Paper presented at the Unsettling America Conference, Patterson, NJ. USA
- O'Reilly-Scanlon, K. (1994, Oct.) Outside the margins: What do marginalized special education kids remember about their teachers? Paper presented at the Unsettling American Conference, Patterson, NJ. USA.
- O'Reilly-Scanlon, K. (1994, June) *What do we remember about our teachers?* Paper presented at the 22nd Annual Conference of the Canadian Society for the Study of Education (CSSE), Calgary, AB.

Papers-Provincial and Regional Conferences

- O'Reilly, E. K. (Jan. 29, 2019). *The Influence of Educators*. Good Spirit School Division. Yorkton. Keynote address.
- O'Reilly, E.K. (Oct. 2018). *How School Memories Live On*. Saskatchewan Educational Assistants. Regina. Keynote address.
- O'Reilly-Scanlon, K., & Weenie, A., Waston, C., (2003, May.) *Cross-cultural study of memories*. Paper presented at the Mamwenig: Provincial Aboriginal Literacy Gathering. Fort San, SK.
- O'Reilly-Scanlon, K., (2000, Feb.) *Practical ways for teachers to help children with special needs beat the odds*. Paper presented at the Pre-School (PIRS) Conference, Saskatoon, SK.
- O'Reilly-Scanlon, K., (1999, Oct.) Beating the odds: Building resiliency in students with risk factors. Paper presented at the Council for Early Childhood Conference, Regina, SK
- O'Reilly-Scanlon, K., (1996, May) *Building partnerships with parents of special needs students*. Paper presented at the University of Ottawa, Teachers and special education Conference, Ottawa, ON.
- O'Reilly-Scanlon, K., (1995, June) The influence of teachers on students: How have our student days informed our current lives and practice as women and teachers

Professional Activities, Invited Speaker

2018 to present	URFA Representative for First Nations University of Canada
2018 to present	Curriculum Review Committee (FN University of Canada)
2018	In September I was part of a planning committee for a Graduate Studies Indigenous Research Day which was attended by government officials, university faculty and students.
2017-present	I am part of a SSHRC Insight Development Grant with Drs. Andrew Miller and Angelina Weenie. As part of the grant, we will be working with students to develop lesson plans based on Elders' stories of cultural landscapes that meet provincial curriculum guidelines. These may include written or visual stories that deliver historical, cultural, social studies or environmental science related lessons provided by Elders. The SSHRC grant contains funding sufficient to allow students to attend conferences in Canada and Australia to discuss their learning about Indigenous education, community partnerships specific to this project.
2018	Organized and delivered with Dr. A. Weenie, a two-day seminar in Labrador for teachers.
2017	Reviewed book proposal for Fernwood Press.
2010-present	Reviewer for <i>In Education</i> (Journal)
2003-present	I regularly (2-3 times a semester) am invited to speak to graduate classes/seminars about my research and research philosophies.
2003-present	I have taken part in student selection and interview processes for admittance to the Faculty of Education, as well as led student internship seminars.
2003	Reviewed a book for the <i>McGill Journal of Education</i>
2003	Served as an external reviewer for School of Education Program Certification, Canadian University of College, Lacombe, AB.
2003	Served as external reviewer for a RoutledgeFalmer book proposal, titled: <i>Secondary Education: The Keys Concepts</i> (by Jerry Wellington).
2003	<i>Reviewer for Canadian Journal of Environment.</i>
2003	Oct. 17-18. Partners in education. Keynote address at the 9 th Annual Paraprofessional Conference, Paraprofessional Education Network (PEN), Regina, SK.

- 2003 *June. Indigenous peoples' project: What have we learned?* Plenary panel participant, Okiskinwahamâkêwak kâ-mâmawikâpawicik: Gather Here to Learn. Joint Saskatchewan Indian Federated College and University of Regina, Symposium on Aboriginal Scholarship, Regina, SK.
- 2003 *Feb.* Employing reflective practices to improve our teaching workshop. Saskatchewan Institute of Applied Science and Technology (SIAST), Regina, SK.
- 2002 *Jan.* Reviewer for *Journal of Professional Studies*.
- 2000 *Apr.-June.* Chair, Saskatchewan Disability Action Plan Provincial Consultation Process
- 1999 *July.* *Meeting the needs of students holistically.* Saskatchewan Teachers' Federation workshops, Regina and Saskatoon, SK.
- 1999 *Apr.* *Integrated case management: Implications for human service providers across government and community.* Key note address, Radius Conference, Saskatoon, SK.
- 1998 *Jul.* *Integrated school-linked services.* Saskatchewan Teachers' Federation workshops Regina and Saskatoon, SK.
- 1993 *June.* Teachers do make a difference! Closing address, Eastern Region College Teacher Development Program, Queen's University, Kingston, ON.
- 1993 *Mar.* *What do you remember about your teachers? What will your students remember about you?* Keynote address, Prescott-Russell Teachers' Conference, Ottawa, ON.
- 1994 *Dec.* *High expectations: What students think about women school administrators and other tales out of school.* Paper presented to the Ottawa Historical Society, Ottawa, ON.
- 1994 *Jun.* *Still on our minds: Teachers and the popular culture.* Paper presented at the Learned's Conference, Calgary, AB.
- 1994 *May.* *I'll never forget Miss what's your name!* paper presented at the Cultures, Genders and Classes Conference, McGill University, Montreal, PQ.
- 1994 *Oct.* *The school marm: Women teachers in the one-room schoolhouse.* Paper presented for Women's History Month, Smith Falls, ON.

PROFESSIONAL MEMBERSHIPS

- Canadian Association of Curriculum Studies (CACS)
- Canadian Association of Studies in Education (CSSE)
- Canadian Association of Teacher Education (CATE)

- Canadian Educational Researchers' Association (CERA)
- Canadian Learning Disabilities Association
- Image & Identity Research Collective (<http://www.iirc.mcgill.ca/index.html>)
- International Literacy and Education Research Network
- International Reading Associations (provincials, nationals, and international)
- International Society of Teachers of English (NCTE)
- Saskatchewan Reading Council (South Saskatchewan Reading Council)
- Saskatchewan Writers' Guild
- Society for Teaching and Learning in Higher Education (STLHE)
- Teacher Education Self-Study Collective.

COMMITTEES/ADMINISTRATION

- 2010-present Canadian Federation for the Humanities and Social Sciences Representative, First Nations University of Canada
- 2011-present Graduate Studies First Nations University of Canada representative (alternating with Dr. Weenie)
- 2010-2011 First Nations University of Canada, University of Regina, Campion College and Luther College *Forward Together Lecture* Committee
- 2010-2011 Research Officer, First Nations University of Canada
- 2009-2010 Student Appeals Committee, First Nations University of Canada
- 2009-2010 Status of Women Committee
- 2004-2003 Chair, Dean's Advisory Committee on Performance Review and Sabbaticals, Faculty of Education, University of Regina
- 2004-2003 Chair, Language Arts Subject Area, Faculty of Education, University of Regina
- 2004-2003 Saskatchewan Learning Reference Committee on the Role of the Paraprofessional, Faculty of Education representative
- 2004-2003 Organizing Committee for the 2004, Women in Leadership and Learning: *Draw the Circle Wide Conference*.
- 2004-2003 Educational Professional Studies (EPS) Re-visioning/re-structuring Committee
- 2004-2001 Faculty of Education representative to Executive of Council, University of Regina
- 2003 Off-Campus Recreational Experience (OCRE), Session Leader, (Nature hike/site study) and Workshop Facilitator, Echo Valley Conference Centre, Fort San, SK
- 2003 Faculty of Education Fall Internship Seminar, Leader, University of Regina
- 2003-2002 Faculty Unit Review Steering Committee, appointed by the Dean, Faculty of Education
- 2003-2002 Dean's Advisory Committee on Performance Review and Sabbaticals, Faculty of Education, University of Regina
- 2003-2002 Special Education Certificate Working Committee

- 2003-2002 Chair, Canadian International Education and Training (CIET)
- 2003-2002 Canada Research Chair (Tier 2) Search Committee
- 2003-2002 Search Committee Early Childhood (tenure-track) Position, Faculty of Education
- 2003-2002 University of Regina representative to Saskatchewan Indian Federated College Search Committee (three tenure track positions)
- 2003-2001 Graduate Studies Representative to the President's Advisory Committee on Space Allocation, University of Regina
- 2003-2001 Faculty of Education, Research Ethics Committee (Unity Level)
- 2003-2001 Search Committee Educational Foundations (tenure-track) Position, Faculty of Education
- 2003-2000 Member, Graduate Studies, Faculty of Education
- 2003-2000 Elementary Program Group, Faculty of Education, University of Regina
- 2003-2000 Language Arts Subject Area, Member
- 2002-2001 Canadian International Education and Training (CIET) Board Member
- 2002-2001 Faculty of Education representative on the Saskatchewan Learning (formerly Saskatchewan Education) Language Arts Curriculum Committee
- 2001 Faculty of Education Fall Internship Seminar, Leader, University of Regina
- 2000-1999 Saskatchewan Advisory Board on Disability Issues
- 2000-1999 Chair, Saskatchewan Disability Action Plan Consultation Committee
- 1999-1996 Associate Deputy Ministers' (ADM's Forum)
- 1999-1996 Minister's Advisory Committee on Integrated School Linked Services and Community Schools

COMMUNITY SERVICE

- 2014-Present Regina Humane Society Board Member
- 2012-2016 Regina Public Schools Trustee
- 2010-2016 Consultant (Pro Bono) for Teaching English as an Additional Language School (Mexico and B.C.)
- 2012-2014 Board Member North Central Family Centre (Aboriginal)
- 2011-2013 Regina Public Interest Research Group (RPIRG), Advisory Committee
- 2010-2012 Board Member, Planned Parenthood. Regina, Sk.
- 2005-2000 Office of Disability Issues, Government of Saskatchewan; Engaged in a variety of (volunteer) activities (e.g., policy development and analyses); served as a member of the writing group for the Saskatchewan Disability Action Plan.
- 2003 Board Members, Autism Resource Centre (ARC)
- 2003 Member of Policy and Strategic Planning, and Professional Development ARC sub-committees.
- 2001-2002 Advisory Board Member, Seniors' Second Chance for Literacy

CURRICULUM VITAE

Name: Dr. Angelina Weenie, PhD.

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Education

2010 **Doctor of Philosophy in Education**
 University of Regina, Regina, Saskatchewan
 Faculty of Education
 Thesis title: Self-Study: The Inbetween Space of an Aboriginal Academic

2002 **Master of Education**
 University of Saskatchewan, Saskatoon, SK.
 College of Education
 Thesis title: A Study of Resilience In First Nations Post-Secondary Education

Students

1996 **Postgraduate Diploma**
 University of Saskatchewan, Saskatoon, SK.
 College of Education
 Indian and Northern Education Program

1989 **Bachelor of Arts, 1989**
 University of Saskatchewan, Saskatoon, SK
 College of Arts
 Major in English

1979 **Bachelor of Education**
 University of Saskatchewan, Saskatoon, SK
 College of Education

Academic Appointments

Lecturer, Saskatchewan Indian Federated College, August 1997

Assistant Professor, Saskatchewan Indian Federated College, September 2002

Associate Professor, First Nations University of Canada, April 1, 2006

Administrative Appointments

Indigenous Education Coordinator – July 31, 2016 to January 31, 2018;
February 1, 2018 to December 31, 2018; January 1-June 2019.

Department Head of Professional Programs - *July 2011 to August 2012*

First Nations University Of Canada, Regina Campus

Administration of Indigenous Education, the School of Indian Social Work, the School of Business and Administration, and Nursing Education Program. The duties included but were not limited to the following: liaison with the community; coordinating the hiring process within these departments; advising new staff members in their career development; supervising academic staff; doing the annual performance reviews for faculty; developing departmental policies as necessary; preparing and monitoring departmental budgets and academic plans; creating and time-tabling classes; approving grade rosters and grade change forms.

Acting Department Head, Professional Programs – *August 16- December 31, 2010*

First Nations University of Canada, Regina Campus

Responsible for Indigenous Education, School of Business and Administration, Indian Social Work, and Health Sciences programming

Department Head, Indigenous Education - *July 2002 to August 2010*

First Nations University Of Canada, Regina Campus

Administration of elementary and secondary program for on-campus and off-campus programs

Employment History

Indigenous Education, First Nations University of Canada, 1997- present

University of Regina. Sessional Instructor for Nunavut Teacher Education Program and for Master of Adult Education program.

Classroom Teacher, Grade 5 and Readiness - *September 1981- June 1997*
 Prince Albert Indian Student Education Centre
 PO Box 1988, Prince Albert, SK

Teaching Record

ELNG 205	Language and Literacy Development
ELNG 325	The Teaching of Writing
ERDG 215	The Teaching of Reading
CREE 100	Introduction to Cree
EPS 215	Educational Professional Studies I
EPS 225	Educational Professional Studies II
EIND 305	Adaptation to Curriculum and Instruction
EIOE 215	First Nations Outdoor Education I
EIOE 225	First Nations Outdoor Education II
EPS 100	Introduction to Education: Its Principles and Practices
EINL 450	Indian Language Immersion
EINL 335	Community Based First Nations Language Curriculum Development
EINL 200	Culture And The Acquisition of Language and Literacy
ED 821/ED 822	Integration of Indigenous Perspectives in Curriculum
ED 870AE	Trends and Issues in Aboriginal Adult Education
ESST 215	Social Studies for Elementary School Teachers
EC&I 823	Culturally Relevant Pedagogy
EIST 300	Introduction to Indigenous Studies Education
ECCU 400	Teaching Treaties In The Classroom
INDG 104	Introduction to Higher Learning
EIEA 355	Educational Administration: Indigenous Education Structure and Process
EC&I 821	The Impact of Culture on Aboriginal Education Programs

Awards

Recipient of the Aboriginal Graduate Student Award, March 2006.

Nominated for the Governor Generals Academic Gold Award for doctoral dissertation

Publications

Weenie, A. (in press). *Askiy Kiskinwahamākēwina: Reclaiming Land-based Pedagogies In The Academy*. In S. Cote-Meek, & T. Moeke-Pickering (Eds.). *Indigenizing the Canadian Academy. Critical Reflections*. Canadian Scholars Press.

Weenie, A. (in press). *Awāsisīwiwin: Early Childhood Education and Indigenous Ways of knowing*. In S. Jagger (Ed.) *Foundations of Early Childhood Education: A Canadian Perspective*. Canadian Scholars Press.

Weenie, Angelina. (in press). “*Iskwewiwin: An Autoethnographic Study on Motherhood, Sex, and Sexuality*.” Demeter Press. 2015.

Weenie, A. (2014). Reflections On Being A Change Agent and Transformer in Indigenous Education. In L. Thomas (Ed.), *Becoming Teacher: Sites for development of Canadian Teacher Education*. (pp. 503-522). E-book published by the Canadian Association for Teacher Education at <https://sites.google.com/site/cssecate/fall-working-conference>.

Weenie, A. (2010). *The Inbetween Space of An Aboriginal Academic*. Unpublished dissertation.

Weenie, A. (2009). *Resilience And First Nations Students*. Kohn, Germany: LAP LAMBERT Academic Publishing

Weenie, A. (2009). Toward An Understanding Of The Ecology of Indigenous Education. In *First Nations Perspectives. The Journal of Manitoba First Nations Education Resource Centre*. Vol. 2 57-70.

Weenie, A. (2008) Curricular Theorizing From The Periphery. In *Curriculum Inquiry*. Vol. 38. No. 5. December 2008. 545-558

O'Reilly-Scanlon, K. Crowe, C, Weenie A. (2004), Pathways To Understanding: *Wahkohtowin*. As A Research Methodology, in *McGill Journal Of Education*. Vol. 39. No. 1. Winter 2004.

Weenie, A. (2000), Post-colonial Recovering and Healing. In *Learn in Beauty: Indigenous Education For a New Century*, Northern Arizona University

Weenie, A. (1998). Aboriginal Pedagogy: The Sacred Circle Concept. In L. Stiffarm. (Ed) *As We See...Aboriginal Pedagogy*, University Extension Press

Professional Activities

2017 CSSE. *Pawatomowin*. Creating Space for Indigenous Thought in Writing. Toronto, Ontario.

2016 MAMMAWIZING Conference at Laurentian University, Sudbury, Ontario, November 18, 2016. “*Askiy Kiskinohmanowina: Land Based Pedagogies.*”

2016 AWASIS Education Conference, Saskatoon, SK. April 28, 2016. “Classroom Activities to Support First Nations Language Teaching.”

2016 4th Annual Canadian Symposium on Indigenous Teacher Education. University of New Brunswick, Fredericton, NB. April 7, 2016. “Land Based Education and Indigenous Ways of Knowing.”

2015 SICC First Nations Language Keepers Conference. Saskatoon, SK. November 25,

2015. Workshop on First Nations University of Canada First Nations Language Programs.

2015 14th Indigenous Women’s Symposium. Trent University, Peterborough, ONT. March 22, 2015. “Use of Creative and Artistic Expressions To Explore Indigenous Healthy Sexual Relationship.”

2014 WIPCE (World Indigenous People’s Conference on Education. Hawaii. Two presentations

2013 CSSE (Canadian Society for the Study of Education. University of Victoria. June 1-3, 2013. Presenter, discussant, panel presentation.

Graduate Student Language and Literacy Conference, University of Victoria. May 8, 9, 2010.

2010 CSSE Canadian Society for the Study of Education, May 30, 2010. Concordia University, Montreal, Quebec. Discussant for graduate student papers.

International Conference On Learning. July 2009. The Culture Camp Approach In Aboriginal Education. University of Barcelona, Spain.

FNME Symposium, Saskatoon, SK. April 1, 2009.

Aboriginal Learning Knowledge Centre 2nd Annual National Conference: Seeing Ourselves In The Mirror. Vancouver, British Columbia. February 28, 2008. "Learning From Place: Elder Pedagogy"

CASTS Conference (Canadian Aboriginal Science and Technology). Calgary, Alta. Oct. 4, 2007. "Aboriginal Science and Traditional Foods: Learning From The Sacred"

Days of Canadian Culture. Katowice, Poland. May 2007. Circle Teachings For Life and Learning

Windigo Education Authority Conference, Thunderbay Ontario. February 2007. Workshop presentation on Resilience.

Conference on Imagination and Education, 2006, Vancouver, B.C., Paper presentation, "Curricular Theorizing From The Periphery."

Lecture Series: Nourishing Thoughts, February 16, 2006. "Resilience."

AERA Conference, 2005, Montreal Quebec, "Backwards Into The Future: Comparing Indigenous And Non-Indigenous Students' Early Literacy Experiences."

AWASIS Conference, 2005, Saskatoon, SK. Workshop on "Effective Practice For Teaching Writing."

Leaders and Healers II Conference, April 25-27, 2004. Workshop co-presented with Dr. Christine Crowe and Dr. Kathleen O'Reilly-Scanlon, on "Medicine Wheel Teachings: Transformative Memory Work And Writing."

Awasis Conference 2004. Workshop co-presented with Dr. Kathleen O'Reilly-Scanlon, on "Kakipeyisikiskinawmakowiyak (How We Were Taught): Cross-Cultural Memories Of Learning To Read And Write."

TEP Forum, University of Regina, Faculty of Education, May 7, 2004. Participant in Roundtable Discussions.

Draw The Circle Wide: Leading From Where We Are Conference, May 17, 2004. Workshop co-presented with Dr. Christine Crowe and Dr. Kathleen O'Reilly-Scanlon on "Memories Of Leadership."

CES (Canadian Evaluation Society) paper presentation, May 17, 2004. "Working With Indigenous Communities: A Culturally Relevant Evaluation Process."
Canadian Society For The Study Of Education Conference, Halifax, May, 2003. Paper presented on Indigenous Research Methodologies

ECEC/CYAC Conference, Exploring The Expressions Of Childhood, May, 2003, workshop presented on “The Use of the Medicine Wheel for the Teaching of Writing.”

Awasis Conference, April 2003. Workshop presented on “Memories of Learning to Read and Write.”

Saskatchewan Provincial Literacy Gathering, May 2002. Workshop presented on “Memories of Learning to Read and Write.”

Treaty 4 Education Conference, Regina, Saskatchewan, April 2002. Workshop presentation on “Memories of Learning to Read and Write.”

WESTCAST, Vancouver BC, February 2002. Paper presentation on “Resilience Processes of First Nations Post-Secondary Students.”

Eighth International Literacy and Education Research Network Conference on Learning, Spetses, Greece, July 2001. Paper presentation on “Study of Resiliency in First Nations” Postsecondary Education Students.”

Regina Catholic School Board conference, February 2000. Workshop on “Cross-cultural Teaching.”

Learn in Beauty conference, Northern Arizona University, June 2000. Paper presentation on “Postcolonial Recovering and Healing.”

Sharing our Research and Practice Conference, Winnipeg, MB, October 2000. Paper presentation

Professional Reports

2015 Master of Indigenous Education Program Proposal

2010 Program Evaluation Report on the Certificate in Teaching Ininimowin,
University

College of the North, Le Pas, Manitoba

2008 Aboriginal Knowledge Exchange Self-Study Report

2004 Come and Learn Aboriginal Head Start Evaluation Report

2003 CAPC Final Report and Data Collection Form

2003 Aboriginal Early Childhood Development Strategy: An Environmental Scan

Examining Interdepartmental Cooperation, Coordination, and Integration.

1999 Come and Learn Aboriginal Head Start Evaluation

Community Service

Faculty Representative To The First Nations University of Canada, Board of Governors, May – November 2009; April 2015—June 30, 2016.

Board member of Regina Aboriginal Family Services renamed to Eagle Heart Centre 2004- 2008, 2012 to present

Board member of SCEP (Socialization Communication Education Program) 2005-2006

AEPAC (Aboriginal Education Provincial Advisory Committee) 2004-2005

TECC (Teacher Certification and Classification Committee) 2002-2015

SPTRB (Saskatchewan Professional Teachers Regulatory Board) 2015-present

Gift of Language and Culture Executive Committee member

Networks for Change and Well-Being. Girl-Led 'From the Ground Up' Policy Making to Address Sexual Violence in Canada and South Africa. Two Million SSHRC grant. Advisory Committee member. McGill University

Research Projects

2017 \$18,000 grant from the National Center for Collaboration in Indigenous Education.

2015 \$3,000 grant from First Nations University of Canada. *Pawatamowin: Creating Space for Indigenous Thought in Writing.*

2012 \$70,000 grant from the SaskSmart Innovations Fund. Ministry of Education, to develop the Cote Community Literacy Plan

- 2012 \$10,000 Sask.Smart Innovation Fund. Ministry of Education, to develop a needs assessment on literacy at Cote First Nation
- 2009 \$3000 grant from the SSHRC Aid to Small Universities Fund. 2009. Title of research project: Phase II of The Culture Camp Approach in Aboriginal Education
- 2008 \$2000 grant from the SSHRC Aid to Small Universities. 2008. Title of research project: The Culture Camp Approach in Aboriginal Education
- 2003 \$20,000 grant from Health Canada to complete the Community Action Program for Children Evaluation Project
- 2003 \$20,000 grant from Health Canada to complete the Aboriginal Early Childhood Development Environmental Scan

2011	National Aboriginal Achievement Foundation Student Scholarship (Value \$1,300)
2010	Wikwemikong Board of Education Student Award (Value \$1,000)
2010	National Aboriginal Achievement Foundation Student Scholarship (Value \$1,100)
2009	Queen Elizabeth II Scholarship Award (Value \$20,000) University of Alberta
2003	Chris Award for Excellence in Print Medium USA, Curriculum Project - Dancing Circles: Strong Hoop, Strong Spirit
2001	Leadership Saskatoon Scholarship Award, Chamber of Commerce Saskatoon (Value \$2,000)
2000 to 2001	Saskatchewan Reading Award for Research in Reading University of Saskatchewan, Curriculum Studies

Professional Certifications

1989 to current	Saskatchewan Education Teacher's Certificate
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Work Experience

2016	Assistant Professor, Education Core Studies, Faculty of Education, University of Regina
2015	Teaching Assistant, EDU 100/300 Contexts of Education, University of Alberta
2013/14/15	Teaching Assistant, EDU 211 Aboriginal Education and the Contexts for Professional Engagement, University of Alberta
2014	CILLDI Graduate Research Assistant, transcribing, School Literacy Research project on Gender Bias, Dr. Heather Blair
2013 to current	Teaching Assistant, Faculty of Education, University of Alberta EDU 211, University of Alberta, Aboriginal Education & the Context for Professional Engagement
2012	Graduate Research Assistant, Indigenous Education Council (IEC), University of Alberta
2012 to 2013	Graduate Research Assistant, Indigenous Knowledge & Wisdom Centre Strategic Business Plan, Blue Quill's College, St. Paul
2012 to 2013	Researcher, Community Aboriginal Adult Literacy programming, Yellowhead Tribal Council
2010/11	Graduate Research Assistant – SSHRC Aboriginal Literacy Project, Dr. Lynne Wiltse, Elementary Education
2010/11	Graduate Research Assistant – CURA Healing Through Language and Culture-Dr. Cora Weber-Pillwax, Policy Studies, University of Alberta

2010/11	Graduate SSHRC Research Assistant & Graduate Teaching Assistant/transcription, World Music Research Project, Dr. Kathy Robinson, Indigenous Music Inclusion, University of Alberta
2013-14	Graduate Teaching Assistant, Policy Studies, EDU 211, University of Alberta, University of Alberta, Aboriginal Education & the Context for Professional Engagement, Fall terms
2012	Instructor, Canadian Indigenous Languages and Literacy Development Institute (CILLDI), University of Alberta, Teaching Language through Cultural Arts, course developer and instructor
2012	Researcher – Indigenous Knowledge and Wisdom Centre Strategic Business Plan, Blue Quill's College, St. Paul, Alberta, Dr. Diana Steinhauer
2012	Graduate Teaching Assistant, ATEP, University of Alberta, On-line Introduction to Education
2011/12	Graduate Teaching Assistant, ATEP, University of Alberta, On-line Policy Course EDPS 432 Education of Native Peoples in Canada (Lec 200 Wi12)
2011	Curriculum Development-Blue Quill's College, St. Paul, Cree Immersion Curriculum Project, Dr. Diana Steinhauer
2010/11	Graduate Research Assistant-CURA Project, Dr. Cora Weber-Pillwax, Policy Studies, Healing through Language
2010/11	Research Assistant, Elementary Education Aboriginal Literacy Project, Dr. Lynne Wiltse SSHRC
2008/09	Graduate Teaching Assistant, EDMUS 325 Aboriginal Inclusion for Dr. Kathy Robinson, Faculty of Education, University of Alberta
2008/09	Researcher Canadian Council on Learning (CCL) Research on Indigenous Knowledge and Language, CILLDI for Dr. H. Blair, University of Alberta in Partnership with Dr. Diana Steinhauer, Blue Quill's College, Saddlelake, Alberta
2008/09/10	Co-Director Aboriginal Teacher Education Program (ATEP), University of Alberta
2007/08	Coordinator of the Canadian Indigenous Languages and Literacy Development Institute (CILLDI), University of Alberta
2006/07	Curriculum Development, Saskatchewan Teacher's Federation – indigenizing Science 10- curriculum
2007	Youth Worker, Yarrow Youth Home, art and cultural teacher
2007	Family Literacy Course, Foodbank Learning Centre, Aboriginal Literacy implementation with Elder/Storyteller Joe Naytowhow
2006	Consultant in Aboriginal Education, Curriculum & Research, Presentations
2006	Teaching E.S.L. and Monitoring work experience for International Students for Global Partners International

2002-2006	Curriculum/Research/Program Leader in Aboriginal Education with the Greater Saskatoon Catholic School Board
2000 – 2002	Graduate Research Assistant, University of Saskatchewan Curriculum Research in literacy learning for Dr. Wason-Ellam & Dr. Angela Ward
1989 – 2003	Teacher St. Paul's R.C. School Division, Saskatoon, SK

Research Projects

2007/08	Indigenous Knowledge and Language Learning: Funded by the Canadian Council on Learning (CCL) with Blue Quill's First Nations College, Saddlelake, Alberta in partnership with CILLDI, University of Alberta www.ccl-cca.ca/ , Principal Investigators: Diana Steinhauer and James Lamouche, Anna-Leah King (CILLDI Research) and Heather Blair (Approx. \$20,000)
2006	Grandmother Model Research Project: a qualitative research study of a Cree speaking Grandmother in a community school's pre-kindergarten classroom to observe the effect on student learning. Funded by Saskatchewan Learning, Regina, Saskatchewan and The Greater Saskatoon Roman Catholic School Board, Author Anna-Leah King, (Approx. \$10,000)
2006	Indigenous Knowledge and Decolonizing the Classroom at Joe Duquette High School: A qualitative research study focusing on IK contributions from Cree teachers and Elders to gain insight to pedagogical practice stemming from Cree epistemology. The Greater Saskatoon Catholic Schools and Saskatchewan Learning, Author Anna-Leah King, (Approx. \$10,000)
2006	Indigenous Knowledge: Joe Duquette High School DVD production in partnership with Doug Cuthand's Blue Hill's Productions and The Greater Saskatoon Roman Catholic School Board, Film Director Doug Cuthand, Facilitator Anna-Leah King (Approx. \$5,000)
2005	Dancing Circles: Strong Hoops, Strong Spirit. Hoop dance and powwow dances curriculum with DVD technology, U of S.
2004	Naspici Miyomahcihowin: Continuous Good Health Aboriginal Women's Community Based Health Research Project Advisory Committee and Co-editor. (Prairie Women's Health website and hardcopy) Collective Writing (Approx. \$25,000)
2004	Community Literacy: Commodifying Children's Spaces Article - Language and Literacy: A Canadian Education E Journal. Authors: Dr. Linda Wason-Ellam, Angela Ward, Brenda Gilcrest, Cynthia Faye, Anna-Leah King
2006	Pimatisiwin: Powwow Dance: a Celebration of Life Cree/English children's book with Cree narrative CD, Saskatchewan Learning Curriculum alignment, teacher resources, and teaching ideas. Author Anna-Leah King and Artist Illustrator Jerry Whitehead (Approx. \$40,000)

- 2005 Reading beyond School Literacy's in a Neighborhood Library, Article – ethnographic study in family and community literacy practices. Authors: Dr. Angela Ward, Dr. Linda Wason-Ellam. Researchers: Anna-Leah King, Cynthia Faye

Publications

- King, A.L. & Phipps, H. (2018) (Accepted). L'émerveillement dans la littérature jeunesse autotone. In Brogden, L., Sterzak, A., & Daschuk, J. (Eds.) *L'enseignement des Traités à l'ère de la Réconciliation*. Quebec: Presses de l'Université Laval. [*I co-wrote the paper and contributed the theoretical analysis*].
- King, A.L., Lewis, P. & Brass, D. (2018) (Accepted). Indigenizing the Academy: Listen to the Stories. In Wilson, S., Dupre, L., & Breen, A. (Eds) *Journal*. Toronto: Canadian Scholars Press. [*Writing shared equally*]
- King, A.L., Clarke, P., & Findlay, N. (2018) (submitted). Freedom of Religion, spirituality, public schools, and Indigenization of curriculum: What's next? [*Writing shared equally*]

Articles (peer reviewed)

- King, Anna-Leah. (2017) Song and Drum in Schools: A Response to Questions on Culturally Responsive Practice. In F. Pirbhai-Illich, S. Pete & F. Martin (Eds.), 2017. *Culturally Responsive Pedagogy: working towards decolonization, indigeneity, and interculturalism*. (pp.140). Cham, Switzerland: Springer International Publishing Ltd.

Presentations (peer reviewed)

- King, A.L. (May, 2018). *How do we transmit story outside the book?* Indigenous Literary Studies Association 4th Annual Gathering: Sovereign Histories, Gathering Bones, Embodying Land. University of Regina, Regina, Saskatchewan.
- King, A.L. (May, 2018). *University of Regina Indigenous Advisory Circle's Strategic Plan*. Teaching and Learning Today Conference. University of Saskatchewan, Saskatoon, Saskatchewan.
- King, A.L. Quwezance, C., & Sterzuk, A. (November, 2018). *A study of a land-based and ceremonial mentor-apprentice approach to Saulteaux language revitalization*. First Nations Language Keepers Conference, Saskatoon, Saskatchewan.

- 2017 Song Intro & Witness to student presentations. DFMM 400 French Class, Bac Programme, La Rotonde. April, 12th.
- 2017 Invited Guest for Salon des Auters, Bac Programme, DFMM 400 French Class (Heather Phipps), March, 8th.
- 2017 Keynote: Empowering Learning: Teaching the Anishnaabe Way. Wikwemikong Unceded Reserve, Ontario. October 5th.
- 2017 King, Anna-Leah and Heather Phipps. Foraging for the Future. Gathering Momentum Youth Camp. Regina Public Interest Group. August 30th, 2017

- 2013 “Water is Medicine”, Indigenous Women’s Symposium: Celebrating Our Relationship with Water, March 20-23, 2014, Trent University, Ontario
- 2012 “Story, Song and Dance – Hoop it Up”, Annual Indigenous Educator’s Conference, Kitaskinaw Education Enoch Cree Nation, Alberta
- 2012 “The Complex Layers of Traditional Song as a Teaching Modality”, First Nation’s Language Keepers Conference, Saskatoon and Cree Language Learning Principles and Cultural Arts for Language Learning with Delvin Kennedy, Saskatoon, Saskatchewan
- 2012 “The Power of Sound Vibration” Paper Presentation, NEAHR Conference, Mc Gill University, Montreal
- 2008 15th Annual Stabilizing Indigenous Languages Symposium: Language is Life Strategies for Language Revitalization (SILS), Flagstaff, AZ, (May 1 Presentation: “The Role and Importance of Indigenous Languages Community Linguists” by Anna-Leah King and Jordan Lachler.
- 2007 Canadian Congress, University of Saskatchewan, “How does one Acquire Indigenous Certification?” CILLDI presentation, Anna-Leah King, Dr. Heather Blair and Dr. Priscilla Settee
- 2007 Aboriginal Knowledge Learning Centre (ABLK) 2nd Annual National Pre-Conference, *Seeing ourselves in the Mirror: Giving Life to Learning*, Vancouver, (February 28-March 1). “Anishnabekwe Drum” presentation of drum and song for Indigenous Knowledge Pre-conference
- 2007 Aboriginal Knowledge Learning Centre (ABLK) 2nd Annual National Conference, *Seeing ourselves in the Mirror: Giving Life to Learning*, Vancouver, (February 28-March 1). “How Elders Inform Indigenous Language Learning Research” presentation by Anna-Leah King
- 2007 First Nations Language Keepers Conference Nov. 28th – 30th, 2007 hosted by the Saskatchewan Indian Cultural Centre (SICC), Presentation on CILLDI, Anna-Leah King & Heather Blair
- 2007 Wikwemikong Annual Board of Education Conference, Curriculum presentation on Tipi Skylight and Hoop Dance resources titled: “How will we Teach Our Children?”

- 2006 Awasis Conference, Special subject council of Saskatchewan Teachers Federation, Saskatoon. "Dancing Circles Teacher resource and Hoop Dance demo" provincial teachers and administrators, April 12th. Anna-Leah King
- 2005 Saskatchewan Reading Conference thesis presentation "Singing Ourselves In" March 29th, Saskatoon, Anna-Leah King
- 2005 Indigenous Health Research Conference, University of Saskatchewan, Saskatoon, Oct. 20th. "Community Based Research on Aboriginal Women's Health Needs."
Research Team: Lisa McCullum, Anna-Leah King, Lillian Dyck, Shelley Thomas, Val Arneault, Louise McKinney
- 2004 National Aboriginal Health Conference, Winnipeg, Feb. 19th, "Naspaci Miyomahcihowin (Continuous Good Health)" a community research project on Aboriginal women's health needs. Research Team: Lisa McCullum, Anna-Leah King, Lillian Dyck, Shelley Thomas, Val Arneault, Louise McKinney
- 2002 University of Pennsylvania's 23rd Annual Ethnography in Education Research Forum: Dialogue across Time, Space Perspective. Mar, 1, 2 3rd. Blurring the Boundaries: Community Literacy in a City Neighborhood. "Aboriginal Families: Walking in Two Worlds." By Anna-Leah King

Presentations (non-peer reviewed)

- 2012 United Nations Declaration on Indigenous Rights, Global Citizenship Campus-Wide Course, University of Alberta
- 2012 Shawn Wilson's *Research is Ceremony*, Centre for Global Citizenship and Research (CGCR), University of Alberta
- 2011 University of Alberta Aboriginal Nursing National Conference (ANAC), Cultural Safety Practices in Nursing Curriculum, Winnipeg, MB
- 2009 University of Alberta Health Research Symposium, Aboriginal Perspectives of Health & Healing
- 2008 Gabriel Dumont Institute's National Michif Language Conference 2008 (Saskatoon, March 14-15) Presentation "Gain More Expertise in Michif Language Revitalization," (CILLDI) Anna-Leah King.
- 2008/09 ATEP Program presentations

- 2008 Métis Conference Edmonton, ATEP Program
- 2007 Oral presentation of “Indigenous Knowledge Research Paper”, May 8th, teachers and Elders, Joe Duquette High School
- 2007 Canadian Heritage Aboriginal Languages Symposium, Quebec, sponsored by the Aboriginal Languages Initiative to gather information from all language programs across Canada (Québec City, February 12-14) CILLDI presentation by Anna-Leah King.
- 2007 Anskohk Aboriginal Literacy Festival, Oct.16 – 20th, Saskatoon, presentation of Pimatsiwin, Aboriginal Children’s Literature book
- 2007 SPDU – STC – Saskatchewan Professional Development Unit, Saskatchewan Teacher Federation: “Moshum and Kokum: Aboriginal Curriculum Perspective. In-service for teachers and administrators on First Nations, Métis and Inuit Education
- 2007 League of Education Administrators Society (LEADS), presentation on Aboriginal Curriculum, Waskesu, SK, July 12th, 13th
- 2006 Office of the Treaty Commissioner – “Teaching Treaty in the Classroom” Teacher In-service Cumberland House, Saskatchewan
- 2006 Saskatoon Catholic School Trustees presentation of “Dancing Circles: Strong Hoop, Strong Spirit” curricular resource, Nov. 16th
- 2006 Indian and Métis Advisory Council to the Minister, Saskatchewan Learning, Aboriginal Curriculum Presentation, Sept. 25th
- 2005 University of Regina, Nov. 18th, presentation to undergrad education class on “Aboriginal Curriculum Perspective”
- 2005 Indian and Métis Advisory Committee to the Minister, presentation of Hoop Dance Curriculum and Aboriginal curriculum development perspective, Oct. 15th, Wanuskewin
- 2005 Greater Saskatoon Catholic Schools “First Nations Spirituality as an enhancement to Catholicism” teachers, First Nations and Catholic community representatives Oct. 28th

- 2004 Course: Language and Literacy Cross-Cultural Perspectives, University of Saskatchewan, presentation for Dr. Angela Ward on “Aboriginal Education”, Oct. 12th
- 2003/04/05 Greater Saskatoon Catholic Schools, “Belonging” teacher in-service on Aboriginal Education, Nov. 21
- 2003/04/05 Greater Saskatoon Catholic Schools, “Mastery” teacher in-service on Aboriginal Education, May 5th
- 2003 University of Saskatchewan, Nov. 5th, Literacy Learning course for Dr. Linda Wason-Ellem “Introducing Aboriginal children’s literature”.
- 2003 CASTS Canadian Aboriginal Science & Technology Conference: Sept. 18th/03 “Eagle Creek Plant Science Web Project” by Anna-Leah King and Gary Vrinten

Articles (non-peer reviewed)

- 2004 Sharing Our Journey (2004)
Saskatoon Catholic Schools, Aboriginal Education Journal
- 2004/05 Aboriginal Education Annual Report 2004/2005
Saskatoon Catholic Schools, Co-author
- 2003/04 Action Plan Cultural Diversity and Race Relations Committee
Advisory Committee for the Cultural Diversity and Race Relations
Committee Action Plan

Curriculum Development

- 2007 Integration of First Nations and Métis Ways of Knowing into Science 10
Saskatchewan Teachers Federation, Government of Saskatchewan, SPDU
Professional Growth, Authors, STF Team and Anna-Leah King
Partnerships. http://www.stf.sk.ca/services/stewart_resources_centre/online_catalogue_unit_plans/index.html.
- 2005 First Nations Spirituality Website
<http://www.scs.sk.ca/cyber/firstnations/index.htm>
Student's instructional resource learning website exploring different aspects of
First Nations culture and spirituality aligned with Saskatchewan Learning. Writer
Anna-Leah King
- 2004 Tipi Skylight Teacher Resource
Teacher resource, Instructional CD and Cree/Eng Language Posters aligned with
Saskatchewan Learning. Writer Anna-Leah King
- 2003 Dancing Circles: Strong Hoop, Strong Spirit
Cree/English Instructional Resource on Hoop Dancing and Teacher Resource
aligned with Saskatchewan Learning. Writer Anna-Leah King and Division Tech
Media, University of Saskatchewan
- 2002 Eagle Creek Science and Land based Website Development Project
The intent of this website project is to explore the place of stone tipi rings as a
teaching learning facility in First Nations culture and science from a First Nations
perspective aligned with Saskatchewan Learning, co-developer/writer Anna-Leah
King
- 2002 The Art Show: Study Guide
Curricular Resource produced by Native Earth Theater, Toronto for "The Art
Show" theatre production. Writer Anna-Leah King

Service

Provoking Curriculum Conference 2018 – planning committee and Chair for Indigenous panel presentations

CAREC – planning committee for congress and presenter of Indigenous children's literature with Heather Phipps

Colloque sur les perspectives autotonization chez les francophones – planning committee and advisor towards SSHRC application

Committee for Saskatchewan Teachers Federation Funding-Education Library Collection – ordering materials to add Metis/First Nations/French Education resources to our Teaching Preparation Centre.

Cercle Francais: Circle of French speaking woman who gather for the opportunity to practice speaking.

Indigenous Book Club: faculty book club to study Indigenous literature that cover certain issues and pedagogy

Member of Working Group for the Ministry of Education for the renewal of Inspiring Success: First Nations and Metis Prek-12 Education Policy Framework.

**Elder's Protocol; review and update of the Elder protocol document with Indigenous Lead Office
Update and editing of IAC's strategic plan to present to IAC**

Volunteer Work

- 2010 to 2013 Song Presentations, University of Alberta, Policy Studies Welcome, Centre Global Citizenship and Education Research (CGCER) Conference, Peace Institute-University of Alberta, National Aboriginal Nursing Symposium-Edmonton, NEAHR, Conference – McGill University, CGCER International Conference Opening 2013
- 2005/6 Host for International Students, student billeting
- 2011 Anishnaabe History and Culture – Harry Ainley High School Edmonton
- 2011 Global Youth Rep Fundraiser - Amiskwaciy Academy art auction and vocal artist
- 2010 Cultural Teacher – Aboriginal Perspectives Curriculum Course, U of A
- 2009/10 Diversity Institute Aboriginal Perspectives, University of Alberta
- 2008 Homeless Initiative: services for the homeless, Shaw Conference centre, Edmonton – greeter and registration
- 2008 Aboriginal Women's Wellness Workshop – drum and song, cultural teachings, Sandy Lake, AB
- 2006 St. Mary's Community Fair, artist workshops
- 2006 Inner City Choir – co-teacher, drum song and SNTC performance 2006
- 2005/06 Drum and Song Workshops for women Saskatoon

Workshop Presentations

- 2009 Drum and Song Teacher Women's Cultural and Healing Project, Sandy Lake, Alberta
- 2007 Drum & song, art and traditional teaching Red Willow Treatment Centre, Saskatoon
- 2006 Drum and song workshops Saskatchewan Native Theatre Company Community Choir, Saskatoon
- 2006 Drum & song, storytelling and art workshops- Sherbrooke Community Care home, Saskatoon with Saskatchewan Writer in Residence Joe Naytowhow
- 2006 Aboriginal Women's Drum and Singing Group - Saskatoon
- 2001 Rattle Making workshop – women's group, Wikwemikong Unceded Reserve
- 1999 Tipi Painting Workshop for the junior school, Wikwemikong Unceded Reserve
- 1998 Tipi Painting Project with Aboriginal students, Blackstrap Outdoor Education Facility, Saskatchewan

1990 – 2007 Aboriginal Art Youth Workshop, Public and Separate School Systems, Saskatoon

Committees

2008 to 2013	Provost's Aboriginal Initiatives Council, University of Alberta
2007 to 2012	Indigenous Education Council, University of Alberta Education
2012	Program of Studies Working Group, Indigenous Education Council Rep
2012	Creative Age Symposium Artist/Singer, Alberta Community Centre
2009/10	Creative Age Symposium planning committee
2008 to 2011	Wacihitowin Education Action Circle, City of Edmonton
2007/08	CURA Board, CILLDI representative 2007, ATEP representative 2008, Dr. Cora Weber-Pillwax
2008 to 2011	CURA Working Group for the Aboriginal Women's Provincial Healing Network, Dr. Cora Weber-Pillwax
2007 to 2010	Diversity Institute Planning Committee and Instructor, University of Alberta
2008/09	Provincial Indigenous Languages Conference Committee
2007 to 2009	Indigenous Language Instructors Certificate (ILIC) Provincial Working Group
2007/08	The Canadian Indigenous Languages and Literacy Institute (CILLDI) Committee, U of A cross disciplines and external education
2007	Juno Committees: Educational Initiatives & Aboriginal Initiatives
2007	Broadway Centennial Committee - Free Film Series for schools
2007	Missing Aboriginal Women's Coalition – member at large
2006/07	Partnership – Saskatoon Tribal Council & Greater Saskatoon Catholic Schools
2005 to 2007	Office of the Treaty Commissioner, Teacher Leader in Treaty Education
2006	Anne Frank Steering, Education, Fundraising, Music, and Artist Retreat Committees
2007	Aboriginal Women's Health Research Committee, Prairie Women's Health Organization
2005 to 2007	Cultural Diversity and Race Relations Advisory – City of Saskatoon
2006/07	Board Member of PLEA (Public Legal Education Association)

Graduate Course Work

EDPS 501	The Structure and Meaning of Cree I
EDSE 501	Aboriginal Curriculum Perspectives
EDPS 539	Revitalizing Indigenous Language
EDPS 681	Frameworks for Research in Educational Policy Studies
THES 903	Thesis Research
EDPS 501	The Structure and Meaning of Cree Language II
EDPS 538	From Oral Language to Written
EDPS 680	Policy Research and Education
EDPS 537	Issues in Indigenous Education
EDPS 535	Indigenous Research Methodology
THES 906	Thesis Research
EDSE 620	Advanced Research Methods
THES 906	Thesis Research
THES 919	Thesis Research – continuous (2011-2015)

Additional Course Work

2018	History and Worldview Course, Extension Division, University of Alberta Elder: Jimmy O’Chiese and Dr. Diana Stienhauer, Pryamid Lake, Alberta (October 14 th – 17 th).
2018	Nanatowihowin Askiw Masikiya – Healing Earth Medicine hosted by Beaver Lake Health Service, Beaver Lake, Alberta (June 21 – 24)
2010	Dr. Gabor Mate, Biopsychosocial Approach to Addictions Certificate, Psych- Health Centre, Edmonton
2013	Dr. Bruce Perry – Children of Trauma, Edmonton
2001/02	Leadership Saskatoon & the Chamber of Commerce Course on Leadership

Melanie (MacLean) Brice



Education

- 2016** **PhD**, Elementary Education,
University of Alberta, Edmonton, AB
Dissertation: “Don’t Step on Each Other’s Words”: Aboriginal Children
in Legitimate Peripheral Participation With Multiliteracies
Supervisors: Dr. Heather Blair and Dr. Lynne Wiltse
Field of specialization: Language and literacy education
- 2005** **Masters in Education**, Curriculum Studies,
University of Saskatchewan, Saskatoon, SK
Thesis: Métis Teachers: Identity, culture and the classroom
Advisor: Dr. Linda Wason-Ellam
- 1999** **Bachelor of Arts** (Three-year), Linguistics,
University of Saskatchewan, Saskatoon, SK
- 1998** **Bachelor of Education** (*with Distinction*),
Saskatchewan Urban Native Teacher Education Program
University of Saskatchewan, Saskatoon, SK

Honours, Awards and Research Grants

- Dr. Marie Meyer Memorial Research Grant (2016-2017), University of Alberta, \$2,800
- ATLAS.ti IIQM PhD level Dissertation Award top ten commendation (2016), University of Alberta
- Dr. Stirling McDowell Foundation for Research into Teaching Grant (2011) \$2,500 (awarded), Saskatchewan Teachers Federation
- University of Alberta, Queen Elizabeth II Graduate Scholarship (2009) \$20,000
- Gabriel Dumont Centre, Graduate Student Award Bursary (2008, 2009) \$17,500
- Government of Canada Endowment Fund, National Aboriginal Achievement Foundation, Graduate Award Bursary (2008) \$5,100

- Aboriginal Education Research Network Research Award “Use of storytelling as a teaching Methodology”, Aboriginal Education Research Network, Saskatchewan Learning, 2006 (\$20,000)
- College of Graduate Studies Travel Award, University of Saskatchewan (2003) \$500
- Napolean LaFontaine Graduate Scholarship, Gabriel Dumont Institute, University of Saskatchewan (2002) \$500
- Gordon McCormick Memorial Graduate Scholarship, College of Education, University of Saskatchewan (2002) \$500
- Dean’s Honour List, College of Education, University of Saskatchewan (1997)

Teaching and Research Interests

- Literacy learning and teaching
- Language learning and development
- Multiliteracies
- Indigenous literacies
- Indigenous languages education
- Indigenous Education
- Use of story and storytelling
- Teacher Practice and teaching methodologies

Teaching Experience

July 2016 – June 2017	Assistant Professor, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, SK, Term appointment, undergraduate teaching: ECUR 309 Introduction to Elementary English language arts (4 sections) ECUR 310 Literacy Across the Elementary Curriculum: Assessment and Planning in a Relational Context (2 sections)
August 2010 – May 2014	Faculty, Saskatchewan Urban Native Teacher Education Program (SUNTEP), Gabriel Dumont Institute, Saskatoon, SK Undergraduate teaching and supervision: ECUR 200 Curriculum and Instruction (4 sections) HLTH 100 Health Concepts for Elementary and Middle Years (2 sections) ECUR 370 Introduction to Elementary Literacy Education (3 sections)

- ECUR 273 Oracy and Literature in the Elementary School (2 sections)
 EDST 213 Student Teaching Elementary Program (3 sections)
- July 2012 Lecturer/co-instructor, Canadian Indigenous Language and Literacy Institute (CILLDI), University of Alberta, Edmonton, AB
 Course re-development and undergraduate and graduate teaching:
 EDEL 496/595 Literacy and Drama in Aboriginal Language Education
- January 2009 – May 2010 Sessional Lecturer, Elementary Education, University of Alberta, Edmonton, AB
 Undergraduate teaching:
 EDEL 305 Introduction to Language Arts (3 sections)
- September 2008 – December 2008 Graduate Teaching Assistantship with Dr. Carol Leroy, Elementary Education, University of Alberta, Edmonton, AB
- August 1998 – June 2008 Teacher Librarian and Classroom Teacher, Greater Saskatoon School Division, Saskatoon, SK
 Kindergarten to Grade 8 teacher

Research Experience

Doctoral Research, Language and Literacy Program, Elementary Education, University of Alberta, Edmonton, AB, May 2013 – September 2016

Co- Researcher in “Aboriginal and Métis Teachers use storytelling as an Instructive Practice” with Dr. Linda Wason-Ellam, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, funded by Aboriginal Education Research Network, Saskatchewan Learning, October 2006

Thesis Research, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, January 2002 – April 2004

Graduate Research, Curriculum Studies, University of Saskatchewan, Saskatoon, SK, January 2001 – August 2001

Professional Experience

- January 2015 – April 2016 Director, Curriculum Branch,
First Nations, Métis and Inuit Education,
Alberta Education, Edmonton, AB
- July 2014 - April 2016 Team Leader, Language Development, FNMI,
Alberta Education, Edmonton, AB
- October 2008 –
September 2009 Coordinator, Canadian Indigenous Language and Literacy
Institute (CILLDI), University of Alberta, Edmonton, AB

Publications

Reports

MacLean, M. and Wason-Ellam, L. (2006). When Aboriginal and Metis Teachers use Storytelling as an Instructional Practice. Report to the Aboriginal Education Research Network. Regina, SK: Saskatchewan Learning. <http://www.education.gov.sk.ca/Storytelling>

Conference Proceedings

MacLean, M. (2003). Metis Literacy. *Proceedings of the First Annual Hawaii's International Conference on Education*, Hawaii, USA.
http://www.hiceducation.org/edu_proceedings/Melanie%20MacLean.pdf

Presentations

Brice, M. (May 2017) “Métis and First Nations children using multiliteracies to support reading” presented at the Canadian Society for the Study of Education (CSSE), May 28th, 2017, Toronto, ON

Brice, M. (2017, March) “Multiliteracies in Indigenous contexts” presented at Think Indigenous Education Conference, Saskatoon, SK

Brice, M. (2016, March) “Integrating First Nations, Métis and Inuit Perspectives through Children’s Literature” guest lecturer at EDEL 406, Faculty of Education course at the University of Alberta, Edmonton, AB

Brice, M., & Randolph-Beaver, T. (2014, October –2015, March), “Empowering the Spirit: Supporting Literacy Learning for First Nations, Métis and Inuit Students” presented in collaboration with Alberta Regional Professional Development Consortia in Calgary, Edmonton, Grande Prairie, Red Deer and St. Paul.

Brice, M. (2014, January) “Storytelling as an instructional method” guest lecturer at ECUR 378.3 (02) Creative Activities in the Language Arts, College of Education course at the University of Saskatchewan, Saskatoon, SK

MacLean, M. (2013, June) “Storytelling as a Decolonizing Pedagogy” presented at Native American Indigenous Studies Association (NAISA) Conference, Saskatoon, SK

MacLean, M., Blair, H. & Sun, M. (2009, March) “Building Capacity for Language Revitalization Work in Your Community” presented at Taking Action for Indigenous Languages Conference, Lethbridge, AB

MacLean, M. (2007, May) “Aboriginal and Métis Teachers use Storytelling as an Instructional Practice” co-authored with Dr. Wason-Ellam presented at Aboriginal Education Research Forum, Winnipeg, MB

MacLean, M. (2006, October) “Bringing Aboriginal Perspective into your Units” presented at the Early Childhood Education Council Conference, Saskatoon, SK

MacLean, M. (2003, January) “Métis Literacy,” presented a paper on how the use of language in the daily life experiences of Métis people is embedded with their culture, family and community life at Hawaii’s International Conference on Education, , Honolulu, HI

Professional Services

- Consultant Services, Writing workshops, Saskatchewan Aboriginal Writer’s Circle Inc., February 2018
- Reviewer, Language and literacy text, Nelson Education, May 2017
- Reviewer, Math little books focusing on First Nations, Métis and Inuit perspectives, Pearson Education, September and July 2017, and June 2016
- Consultant Services, Aboriginal Education professional development, Pearson Education, April – May 2016
- Reviewer, High school literacy anthology on residential schools, McGraw Hill Education Publishing, December 2015 – March 2016
- Doctoral Student Representative, Education Faculty Council, Department of Elementary Education, University of Alberta, September 2010 – May 2011
- Panel Member, Grade Four Reading Provincial Assessment Review, April 2011
- Reviewer, Grade Five Science, Pearson Education Canada, October 2010
- Committee Member, Stirling McDowell Project Review Committee, Saskatchewan Teachers Federation 2004 to 2008

- Chair, Elementary Travel and Conference Committee, Greater Saskatoon Catholic School Board, September 2003 to December 2006
- Team Member, Curriculum Actualization Team, Father Robinson School, Greater Saskatoon Catholic School Board, August 2003 to June 2008
- Committee Member, “Changing the Climate” Graduate Students Conference, University of Saskatchewan, October 2002 – May 2003
- Planning Committee Member, “Métis Showcase” Saskatoon Catholic School Board, November 15th, 2002
- Committee Member, Métis Catholic History Project, Saskatoon Catholic School Board, April 2002 – November 2002

Professional Learning

March 2016	Making the Most of Performance Conversations
February 2016	Crucial Conversations Training
September 2015	Talent Acquisition Training for Hiring Managers
March 2015	IAP2 Training: Emotion and Outrage
January 2015	Expenditure Officer Training
December 2014	IAP2 Training: Foundations in Public Participation; Planning and Techniques
July 2014	7 Habits of Highly Effective People

Professional Affiliations

International Literacy Association National
 Council of Teachers of English
 Language and Literacy Researchers of Canada – special interest group of
 Canadian Association for Curriculum Studies
 Canadian Association for Studies in Indigenous Education



2317 Arlington Avenue
 Saskatoon SK S7J 2H8
 T: 306-373-1660 1-800-667-7762
 F: 306-374-1122
 stf@stf.sk.ca

February 14, 2019

JEROME CRANSTON
 DEAN, FACULTY OF ED, U OF R
 3737 WASCANA PKY
 REGINA SK S4S 0A2

Email: jerome.cranston@uregina.ca

Dear Dr. Cranston:

This letter is in response to your email of February 10, 2019 in which you describe a graduate program leading to a Masters of Indigenous Language degree proposed by the Faculty of Education at the University of Regina and First Nations University.

At the 2015 Annual Meeting of Council, the teachers of Saskatchewan asserted their beliefs regarding the value of Indigenous education by approving STF Policy 1.12 (Indigenous Education). The policy articulates a number of principles, which align with the purposes of the proposed Masters of Indigenous Education degree program:

- Indigenous histories, teachings and stories must be included in curricula at all levels to ensure all students develop understandings of complex indigenous cultures, customs, language and knowledge.
- Education can be a form of reconciliation through a focus on restorative justice, healing and other holistic healing initiatives.
- Therefore, teachers individually and collectively embrace holistic educational practices as foundational to ongoing curriculum development and promote the teaching and learning of Indigenous languages, history, heritage, perspectives and ways of knowing to all students as a means to preserve the continuity and growth of Indigenous cultures and communities.

The Federation believes that the objectives of the program are congruent with the values and beliefs of the teaching profession of Saskatchewan; therefore, would like to state our support for the Master of Indigenous Language program proposed by the Faculty of Education at the University of Regina and First Nations University.

More recently, the Federation has publicly stated our support for more people and resources to address Indigenous language instruction in schools.

FEBRUARY 14, 2019
JEROME CRANSTON
DEAN, FACULTY OF ED, U OF R
PAGE 2

The teachers of Saskatchewan acknowledge the important work you are doing in preparing students as leaders in Indigenous Language and wish you at the best in this endeavour.

Sincerely,

A handwritten signature in cursive script that reads "Thank you".

Randy Schmaltz
Executive Director

RS/lph

cc. Patrick Maze, President, Saskatchewan Teachers' Federation



Government
of
Saskatchewan

Ministry of Education
2220 College Avenue
Regina, Canada S4P 4V9

February 28, 2019

Dr. Jerome Cranston, Dean
Faculty of Education
University of Regina
ED 309, 3737 Wascana Parkway
REGINA SK S4S 0A2

Dear Dr. Cranston:

The Ministry of Education received an email sent on February 11, 2019, by Dr. Andrea Sterzuk requesting support for the proposed Master of Indigenous Language Education. Dr. Sterzuk requested that the response be addressed to you. The Ministry of Education extends its support for the creation of the newly proposed Master of Indigenous Language Education program offered by the Faculty of Education of the University of Regina and the First Nations University of Canada.

The Ministry of Education is committed to the success of all students. The ministry recognizes that it is important to prepare teachers in improving the outcomes and graduation rates of First Nations, Métis and Inuit (FNMI) students.

As you may already know, provincial Indigenous language curricula exists in Saskatchewan for the Kindergarten to Grade 12 education sector, including: *Aboriginal Languages K-12* and *nēhiyawēwin 10/20/30* (Cree language). Moreover, locally developed courses are developed by school divisions to meet local needs that are not met by provincially developed curricula and are approved by the ministry. Locally developed Indigenous language courses that are available to provincial and First Nations schools upon request include:

- *Cree Cultural Programs 10L/20L/30L* (contains multiple components including language)
- *Dene 10L/20L/30L*
- *Michif 10L/20L/30L*
- *Nakawe 10L/20L/30L*
- *Saulteaux 10L/20L/30L*

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Dr. Jerome Cranston
February 28, 2019
Page 2

A strong Indigenous language education program would allow teachers to refine their pedagogical approaches for language learning and help them to develop tools and strategies to promote Indigenous language education. Such a program would also help to develop leaders in the area of Indigenous language education.

The Ministry of Education supports your efforts to develop a Master of Indigenous Language Education program. I extend my best wishes to you and your colleagues for success in this endeavour.

Sincerely,



Susan Nedelcov-Anderson
Assistant Deputy Minister

cc: Pat Bugler, First Nation and Métis Advisor, Deputy Minister's Office, Ministry of Education
Edith Nagy, Executive Director, Strategic Policy and Planning, Ministry of Education
Flo Woods, Executive Director, Student Achievement and Supports, Ministry of Education
Dr. Andrea Sterzuk, Associate Professor, Faculty of Education, University of Regina
Dr. Angelina Weenie, Associate Professor, Department of Indigenous Education, Health and Social Work, First Nations University of Canada



FACULTY OF
GRADUATE STUDIES
& RESEARCH

6 Appendices

6.1 Check List for New Graduate Programs

Name of Program Master of Indigenous Language Education

Line Faculty Faculty of Education

Department Approval <i>Bethina Schneider</i>	Date: February 22, 2019
Line-Faculty Council <i>Hulm</i>	Date: <i>April 22, 2019</i>
Approval at CCFGSR Recommended by CCB Recommended by CCAM	Date: Date: Date:
Approval at Executive of Council	Date:
Approval at Senate	Date: