



Summer Institute in Teaching Foundational Indigenous Knowledge

The Summer Institute offers professional learning for in-service teachers and school leaders supporting your growth as more effective teachers by deepening your understanding of First Nation, Métis and Inuit ways of being, knowing and doing. This deeper understanding will enhance your ability to address TQS # 5: Applying Foundational Knowledge about First Nations, Métis and Inuit in your classrooms and schools.

The Program

Students may choose one course in each two-week session.

July 8-18, 9:00 a.m. to 1:00 p.m. (M-Th)

- EDU 560 Bringing Life to Literacy Experiences: Honoring Indigenous Foundational Ways of Knowing, Being, and Doing in Literacy Learning
- EDU 561 Curriculum, Pedagogy, and Foundational Indigenous Knowledge and Knowing

July 22 - August 1, 9:00 a.m. to 1:00 p.m. (M-Th)

- EDU 563 Supporting the Health and Wellbeing of Indigenous Students
- EDU 595 Special Topics in Educational Theory - Indigenous & Relational Approaches to Assessment

The program is limited to 20 participants.

Courses may be taken individually, however, priority will be given to students in the [Graduate Certificate in Educational Studies \(GCES\) - Indigenous Education](#) program (see reserse).

GCES application deadline: May 15, 2024.

If space is available, students in other graduate programs and Open Studies are welcome. Students not in the GCES program must submit a 1-2 page statement of interest including:

- A summary of your experience - teaching or otherwise - that helps us better understand your interest in the summer institute.
- An indication of which course(s) you would like to take.

A selection committee will review your submission and, if eligible, you will be contacted with further instructions on the admissions process. **Submit your statement to gcesinfo@ualberta.ca by May 31, 2024.**

Tuition and Fees

\$1477/course plus non-instructional fees. Details and course descriptions are available at uab.ca/prolearn.

Course Descriptions

EDU 560 - Honouring Indigenous Ways of Knowing, Being, and Doing in Literacy Learning

Instructor: Dr. Trudy Cardinal

July 8 to 18, 2023

This course is designed to transform understandings of Indigenous ways of nurturing literacy learning. Students will have the opportunity to participate in diverse experiences designed to deepen their understanding of the potential of Indigenous knowledges and pedagogies for transforming understandings of Literacy and how we can inspire and nurture literacy alongside the next generations of children and youth.

EDU 561 - Curriculum, Pedagogy, and Foundational Indigenous Knowledge and Knowing

Instructor: Dr. Dwayne Donald

July 8 to 18, 2023

This course provides opportunities for students (as individuals and as part of a collective learning community) to dwell with the key concepts and frameworks that inform current understandings of Indigenous curriculum and pedagogy. Particular attentiveness will be given to the idea of foundational Indigenous knowledge and knowing what those might be and how we might express our understandings of those in contemporary educational contexts.

EDU 563 - Supporting the Health and Wellbeing of Indigenous Students

Instructor: Dr. Melissa Tremblay

July 22 to August 1, 2023

This course is directed towards teachers who expect to work with Indigenous children and youth. It is designed to provide learners with a broad introduction to child and adolescent development from Indigenous perspectives and promising practices for helping Indigenous students reach their full potential.

EDU 595 Special Topics in Educational Theory - Indigenous & Relational Approaches to Assessment

Instructors: Dr. Darlene Auger & Dr. Janice Huber

July 22 to August 1, 2023

Guided by the principles of MÎYO OHPIKINÂWÂSÔWIN (good child raising) and PÎMÔSIHTA (an invitation to feel), this course is an invitation to journey back in time when our ancestors honoured the sacredness of children as gifts from Creator, knowing that each child, each spirit came with their own wisdom to be in this world, to walk in a good way, to explore, to experience, to feel, and to give back, to teach, to share their knowledge and wisdom in a forever cycle or spiral of life. As teachers, we are responsible for creating a sacred space for children to do what they have come here to do. We are merely guides and nurturers. Week by week, we will learn these ways of nurturing children by experiencing and thinking with them.



Artist: Stewart Steinhauer