



Beginning in North Vancouver April 2017

The Graduate Diploma in Advanced Professional Studies in Education is for teachers and support workers whose primary focus is teaching and learning contexts and educational practice. It provides the opportunity to engage in focused, sustained reflective inquiry.

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INDIGENOUS EDUCATION: EDUCATION FOR RECONCILIATION

IS THIS PROGRAM FOR YOU?

If you are a K-12 teacher or an educational support worker interested in Indigenous Education and in developing your pedagogical practice while engaging in sustained reflective inquiry, this is the program for you.

Complete this program to move from TQS category 4 to category 5 or from category 5 to 5+.

WHAT YOU NEED TO APPLY

- Bachelor's degree from a recognized university (min. CGPA of 2.5)
- Teaching certificate from a recognized teacher preparation program
- Evidence of the ability to undertake advanced graduate work in education

Under exceptional circumstances, if you do not meet the minimum requirements but have extensive professional experience, you may be considered for admission to this program. For more information, contact Siân Owen (Program Assistant) at 778.782.4892.

Step-by-step application instructions and information can be found at: www.sfu.ca/education/gs/degrediploma/graddiplomafp/indigenous

APPLY BY: MAR 26, 2017

Online applications are open until March 26 or until the cohort capacity has been reached. You do not need to be from this district to apply, however priority will be given to teachers from this district.

This two-year 30-credit program is being developed by SFU's Faculty of Education in partnership and collaboration with School District #44 (North Vancouver) and the Skwxwú7mesh Úxwumixw (Squamish Nation) and səlilwətaʔ4 (Tseil-Waututh Nation) and hosted on their traditional territories.

PROGRAM DESIGN

The Diploma learning experiences, including:

Courses which explore different approaches to teaching and learning. These courses explore the research, theoretical frameworks and pedagogical principles on which effective educational practices are based.

Field Studies in which you will develop an inquiry process around a question or issue of particular importance to you. You will implement this plan in your educational setting and critically reflect on growth and changes in your practice. Field studies are supported by an experienced mentor, and you will meet regularly in small study groups.

Assessment and Evaluation are the means whereby you may synthesize and self-evaluate your learning. A portfolio developed and maintained throughout the program will be shared with peers and mentors, and evaluated on a satisfactory / unsatisfactory basis.

THEMES

- Teacher inquiry and reflective practice
- Indigenous Worldviews and Perspectives in Indigenous Education
- Indigenous and Holistic Approaches to Teaching and Learning
- Exploration of Indigenous Knowledge practices and pedagogies
- Indigenous story telling, art making and circle processes
- Ecological and Place-Based pedagogies as informed by the local Indigenous Communities
- Bridging Western and Indigenous Perspectives
- Intercultural dialogue
- Education for Reconciliation

PROGRAM CAPACITIES & SELF-ASSESSMENT

Program capacities articulate learning goals and provide criteria for self-assessed learning. Throughout the program, you and your mentors will refer to the capacities to evaluate progress and to set new goals for further learning in field studies. At the end of the program, your comprehensive portfolio will include a synthesis of learning and self-assessment of growth in these capacities. This Graduate Diploma, will develop your capacity to:

Develop orientations of inquiry and critical reflection that foster understanding of Indigenous worldviews and perspectives and incorporate Indigenous pedagogical practices.

Demonstrate dispositions of pedagogical sensitivity within practices of caring for the self and for others in intercultural contexts.

Expand understanding of pedagogical relationality and attunement to children and youth from multiple worldviews and orientations.

Promote reciprocal and long-lasting relationships with Indigenous communities and actively integrate Indigenous perspectives and pedagogies into your practice.

Foster respectful relationships to the natural world and actively integrate them into your practice.

Explore, Develop and Implement teaching and learning practices to support the learning of diverse students in intercultural and holistic contexts.

PROPOSED PROGRAM SCHEDULE

TERM	2017		2018			2019
	SUMMER April-May* 5 credits	FALL Sept-Dec 5 credits	SPRING Jan-April 5 credits	SUMMER April-May* 5 credits	FALL Sept-Dec 5 credits	SPRING Jan-April 5 credits
TOPICS	Foundations of Teacher Inquiry AND Indigenous Worldviews and Orientations of Indigenous Education	Indigenous Pedagogies and Holistic Approaches to Teaching and Learning	Fostering Reciprocal Relationships Within Learning Communities	Deepening Practice in Indigenous Place-Based Pedagogies	Creative Ecologies, Storywork, Art Making and Circle Processes	Reflections on Teaching and Learning AND Education for Reconciliation
FIELD STUDIES	Practitioner Inquiry					
ASSESSMENT AND EVALUATION	Baseline Portfolio	Working Portfolio			Comprehensive Portfolio	

*Plus a one-week summer institute in August (note: no classes in June & July)