

ELCC 342
Supporting Children and Families in Indigenous Contexts
3 credits, 45 hours lecture

Focus on past traditions and contemporary issues facing Indigenous children, families, and communities. Emphasis will be on deepening knowledge and enhancing skills for education, caring and working in partnership with Indigenous people.

Prerequisite: ELCC Certificate or equivalent

Instructor

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Office Hours

Available by appointment or:

- Friday 10:00AM – 2:00PM

Hours of Instruction

Saturday, March 7 9:00 am – 12:00 pm

Saturday, March 14 9:00 am – 12:00 pm

Saturday, March 21 9:00 am – 12:00 pm

Saturday, March 28 9:00 am – 12:00 pm

Saturday, April 4 9:00 am – 12:00 pm

Class times will be discussed during introduction class.

This will be a blended course, with approximately 3-4 hours weekly face-to-face and 3-4 hours weekly online, with the possibility of video-conference participation.

Please note: specific dates are dependent on videoconference space availability.

Online Resources

Truth and Reconciliation Canada. (2015), Honoring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada. Retrieved from

http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

Web Version: <https://web-trc.ca/>

Indigenous Early Learning and Child Care Framework. (2018). Retrieved from

<https://www.canada.ca/en/employment-social-development/programs/indigenous-early-learning/2018-framework.html>

Our words, our ways: teaching First Nations, Métis and Inuit learners. (2005). Retrieved from

<https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>

Flight: Alberta's Early Learning and Child Care Framework. (2014). Retrieved from

<https://flightframework.ca/>

Course Outcomes

By the end of this course, students will:

1. **Develop a culturally sensitive understanding of how to communicate effectively with Indigenous children, families, and their community.**
2. **Identify the knowledge and competencies required to create positive partnerships with Indigenous groups that have the potential to empower parent and families.**
3. **Plan for a variety of child-centered and appropriate Indigenous programs in different community settings, which are respectful of how children learn.**
4. **Identify how professional cultural responsibilities demand ongoing growth and development so as to work effectively in a broad range of ever-changing career-related positions.**

Evaluation: *detailed assignment instructions and rubrics will be available on the course website.*

Assignment	Value
<p>Online Course Discussion Questions – 6 posts (4% each) At least one discussion posting is required for each week relating to the content of online and face-to-face class. Points will be given for reflective, analytical, comprehensive, and correct answers and responses that are directly connected to the information in the unit readings. (Outcome 1, 2, 3, 4)</p>	24%
<p>Create an Indigenous Learning Environment – weekly assignments (8% each) This assignment requires each student to plan, set up, sustain, and enhance the play area of the classroom that would incorporate an Indigenous culture in the learning environment. Learning stories will be submitted throughout the term to identify the knowledge and competencies of a Child Care Educator to provide cultural awareness to self, children, families, and communities. (Outcome 1, 2, 3, 4)</p>	48%
<p>Cultural Experiences Each student will be required to complete one Indigenous cultural experience. The Indigenous cultural experience is a planned and evaluated learning experience that places the student in an environment where learning is accomplished through active interaction with an Indigenous culture. (Outcome 1, 2, 4)</p> <ul style="list-style-type: none"> • Oral Presentation: 9% • Narrative Essay: 15% 	24%
<p>Webinar Certificates Each student will be required to complete the online webinars. Each student will be required to answer questions about the webinar before receiving a certificate from EdWeb.</p> <p>Treasure Hunt During the last weeks of the course there will be a Flight Framework treasure hunt that students will be required to complete, to show their understanding of the Flight Curriculum Framework document.</p>	4%
<p>Evaluation: <i>Detailed assignment instructions and rubrics will be available on the course website. A minimum passing grade for this course is C- (60%), which is required for progression or transfer.</i></p>	

Proposed Schedule of Topics

- Indigenous History
- Truth and Reconciliation
- TRC Calls to Action

- Celebrations
- Storytelling
- Indigenous Communities and Health
- Children and Youth
- Community and Online resources
- ELCC Indigenous Framework document
- Planning for play
- Flight Curriculum Framework document

Please Note:

Date and time allotted to each topic is subject to change. **Please reference the ELCC 342 Course Schedule document in the Course Orientation section of Moodle for proposed schedule and assessment key dates.**

Course assignments have set due dates to manage both instructor and student workloads. Change to due dates may occur to adjust the overall student workload based on class consensus.

Grading System

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Performance Requirements

The department performance requirements (revised 2018) regarding student evaluation states that:

- **Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignments will be considered late.**
- **Individual extensions require students to contact and ask permission from the instructor prior to the assignment due date.**
- **For assignments that are late without written permission:**
 - **A grade of 1% will be deducted from assignments each day including weekends. This will be applied until the assignment is received by the instructor.**
 - **No assignments will be accepted after 1 week past the due date.**
 - **No assignments will be accepted after the beginning of class on final date of the course.**
- **Since final exams are not a component of ELCC or EA courses and learning is participatory, attendance and participation are part of the course grade. 80% attendance**

and word-processed assignments, when required by the instructors, are necessary to achieve a final grade of B or higher in ELCC and EA courses

- A grade of B on an assignment recognizes that the student has met the basic requirements and comprehends the applicable content thoroughly enough to be able to apply it
- A grade of less than B brings attention to the student that there are gaps in comprehending the content and skill required for that assignment. Students should use the criteria for assignments to guide assigned work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The students' assignment is above the basic requirements.

- **Student Responsibilities**

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

- **Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a student's learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

- **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team. The Student Academic Support Services (SASS) department: Accessibility

Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

- **Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934
- **Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.
- **Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.