

Teaching Dossier

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2019

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Statement on Teaching Philosophy

“The classroom, with its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.” (hooks, 1994, p. 207)

As a teacher I strive to realize this vision of education “as the practice of freedom”: to see education as the process through which we learn about the world and imagine how it might be changed for the better. It is vital for me as an educator to have faith in and to dedicate my labours to this vision.

I have organized my teaching philosophy around four main principles: teaching must be socially responsible and committed to community; teaching requires a commitment to students and student learning; teaching must be accompanied by ongoing learning; and teaching requires passionate pedagogy. Interwoven throughout these four principles is the core concept of relationships; relationality is an Indigenous principle and a way of understanding that guides my professional and scholarly practice.

TEACHING MUST BE SOCIALLY RESPONSIBLE AND COMMITTED TO COMMUNITY

This principle speaks to my relationship with the contexts in which I teach—such as historical, social, political, professional, and personal contexts. I believe that education is potentially transformative: it can enable teachers and learners to work toward better futures and to open up possibilities for social justice. I have long sought to learn from educators who, like bell hooks, quoted above, have built upon Paulo Freire’s envisioning of education as the practice of freedom. In this sense my pedagogical orientation is toward critical and Indigenous education. In the context of studies in education, I believe it is vital for students to consider the social significance of their professional practice and their scholarship, as well as the impacts that they will have on learners, families, and communities. Given that most of my teaching is in the field of Indigenous education, I must be responsible to the ongoing struggles of Indigenous communities to resist colonial violence; to heal in the wake of colonial histories; to navigate colonial realities and structures in the present; and to revitalize pedagogies, knowledges, cultures, and lifeways.

My values and beliefs around teaching and learning are grounded in my own experiences of education as an urban Métis woman. While I was always academically successful, my schooling experiences did not prevent me from feeling fragmentation, shame, and loss when it came to my cultural identity. As an educator now, I want to contribute to an educational landscape that enables Indigenous students (of all ages) to have positive and empowering experiences in formal schooling, that will enable them to value their identities, cultures, histories, and communities. In addressing my own educational background, I have learned the importance of confronting racism, colonialism, sexism, homophobia, and other oppressive systems, but also of working with respect and care to nurture and shift relationships between Indigenous and non-Indigenous peoples. In the current climate of Reconciliation and with an increased emphasis on Indigenous-

focused teaching and learning across the province and the country, teaching and learning in this field is having a significant social impact.

In my role as an Indigenous educator, I see my task as working to nourish Indigenous communities and knowledge systems, while challenging racism and colonialism, alongside fostering open and reciprocal relationships between Indigenous and settler peoples. This task calls for patience, openness, empathy, courage, integrity, critical thinking, and a good dose of humour. I place a great deal of significance on the spirit in which learning occurs, not only on what is learned. In the B.Ed. Indigenous Education course (EDUC 530), for instance, I believe it is important for students to leave the class with a sense of respect, an awareness of their own positioning in relation to Indigenous communities, and a feeling of readiness to engage in the work of Indigenous education—rather than with a strict set of attained content knowledge.

TEACHING REQUIRES A COMMITMENT TO STUDENTS AND STUDENT LEARNING

This principle speaks to my relationships with my students. I believe that, in order to teach effectively, I must connect with students and be committed to their learning. Learners come from diverse backgrounds and have diverse learning needs and styles. Teaching can call educators to make connections across cultures, languages, and ways of knowing. Each new student brings this invitation to connect. I believe it is important to be mindful of the diversity of the learning communities I work with and to reach out to them with respect. Remaining committed to students entails a consciousness of equity in my classroom, as well as self-reflexivity in curricula and pedagogy, to ensure that students' learning needs, and whole selves, are being addressed.

Acknowledging, for instance, that students in Indigenous education courses can vary widely in terms of positionality, prior knowledge, and relationships with Indigenous perspectives and communities, I believe in working to enable students to build knowledge collaboratively, drawing upon their multiple and diverse understandings, identities, and experiences. For such efforts to thrive, mutual respect is essential. The Cree principles shared by educators Linda and Keith Goulet (2014) speak to this fact: "In enacting *weechihitowin* (helping each other), respect is the core value teachers use to guide behaviour, beliefs, and decision making" (p. 208). I believe in earning my students' respect by building relationships authentically, being fully present in my teaching, and practicing effective pedagogies. In turn, I respect my students as learners, but also set up opportunities for them to demonstrate their capabilities, such that mutual respect can deepen within our learning community.

TEACHING MUST BE STRENGTHENED THROUGH ONGOING LEARNING

This principle speaks to my relationship with my own knowledge and growth: in the subjects or topics that I teach and in the academic disciplines and social contexts that inform that practice. Ongoing learning also relates to the technical skills and knowledge that enable me to teach in a variety of environments, including online, using a range of digital technologies. I believe it is vital for me to have a strong base of knowledge in the fields from which I teach, and for that knowledge not to be static. Maintaining a commitment to ongoing learning means engaging with current and relevant scholarship, as well as with the foundations and histories of the academic areas under study. It also entails seeking out further learning and professional development

opportunities. Extending my experience in land-based learning is a new area of growth for me, given my involvement with UPE initiatives.

Further, this commitment to ongoing learning draws me to remain open to the learning opportunities that arise within teaching itself, as knowledge and understanding are shared and generated between students and teachers. In order to teach students to think critically, to engage respectfully with diverse knowledges, and to engage meaningfully in their own teaching and learning, I feel I also need to model being a learner. Ensuring that the three streams of my professorial work—teaching, service, scholarship—function symbiotically as part of a larger whole is vital to enacting this principle.

TEACHING REQUIRES PASSIONATE PEDAGOGY

This principle speaks to my relationship with teaching itself. It is important to me that my enthusiasm for teaching and learning be evident, tangible, even infectious. I believe that my best practice is fueled by my deep-seated passion for teaching, by a genuine desire to engage with learners in the complex processes of shifting understandings, building knowledge, and developing relationships with others. If my teaching is to be challenging and motivating, I need to be committed to my pedagogical craft and to the ongoing process of accruing wisdom and experience over time. In order to challenge my students, I must challenge myself in my own learning and teaching by continually striving for innovation, growth, knowledge, skills, and possibility. Remaining firmly rooted in my commitment to Indigenous communities, and to the social transformation required to see diverse peoples treat each other with mutual respect, ensures that my approaches to teaching and learning are characterized by enthusiasm as well as integrity.

Works Cited

Goulet, L., & Goulet, K. (2014). *Teaching each other: Nehinuw concepts & Indigenous pedagogies*. Vancouver, BC: UBC Press.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Graduate Student Supervision

Students Supervised

Start Date	Student Name	Degree	Thesis Title	Awards & Recognitions	Degree Date
2019, September	Danni Chen	PhD	TBA		
2018, September	Gayle-Anne McKenzie	PhD	TBA	2018-19 Indigenous Graduate Award, \$15,000; GPE 1 st -Year PhD Scholarship, \$18,000	
2017, July	Jeffrey Horvath	EdD	In the Footsteps of the Trickster: Gaining Wisdom and Knowledge from First Nations School Leaders	2018-19 Indigenous Graduate Award, \$15,000; 2017-18 Indigenous Graduate Award, \$15,000; Candidacy completed September 13 2018	
2017, July	Taryn Fritz (Co-Supervision with Dr. Darren Lund)	EdD	TBA	2017 GPE Graduate Student Conference Travel Award, \$900; GSA Academic Project Support Grant, \$750 2018 GPE Scholarly Engagement Award, \$500	
2016, September	Danni Chen	MA	How do international students reconstruct their identity as readers when they transition into Canadian post-secondary education?	Nominated for 2019 Graduate Medal (07/2019); 2019 GPE Scholarly Engagement Award, \$750; Thesis Oral Exam completed January 8 2019; 2018 GPE Scholarly Engagement Award, \$1,000; 2017 GPE Engagement Scholarship, \$1,500	2019, January

Graduate Student Supervisory Committees

Start Date	Name	Degree	Supervisor	Thesis Title
2019	Terri-Lynn Fox	PhD	Dustin Louie	TBA
2019	Lauren Sele	PhD	Jackie Seidel	TBA
2019	Shashi (Satwant) Shergill	EdD	Jackie Seidel	TBA
2018	Galicia Blackman	PhD	Jim Field	The play of silence and talk in difficult conversations about literary texts *Candidacy completed August 21 2019
2018	Shawna Cunningham	EdD	Jim Field	TBA
2018	Leisje Carter	EdD	Maren Auckerman	TBA

2016	Jennifer MacDonald	PhD	Jim Field	Understanding more-than-human encounters and holistic possibilities: A hermeneutic journey with students through an outdoor learning experience *Candidacy completed September 14 2018
2017	Victoria Bouvier	PhD	Jim Field	Michif nishtoohtamihk enn grann vil - Michif in the city *Candidacy completed December 17, 2018
2017	Rochelle Gour	EdD	Sylvie Roy	Investigating the Ontario FSL secondary curriculum: An exploratory case study of non-native French teacher-speakers' cultural practices *Candidacy completed August 24 2018
2017	Rae Ann Van Beers	PhD	Darren Lund	Social justice as citizenship: Understanding youth participation in school-based student groups *Candidacy completed September 8 2017

Graduate Student Examination Committees

Exam Date	Exam Type	Name	Degree	Specialization / Department / Program	Supervisor	Thesis
18 December 2018	Candidacy	Fred Schaub	EdD	Leadership / EDER	Dustin Louie	Stories of a student or leadership deficit model within the achievement gap between non-Indigenous and Indigenous learners: A hermeneutic phenomenological approach
29 November 2018	Candidacy	Elizabeth McNeilly	PhD	Adult Learning / EDER	Catherine Burwell	Reframing Families: Transforming meaning in families with gender-expansive members
29 August 2018	Candidacy	Marli Kunn	EdD	Leadership / EDER	James Brandon	Leadership practices that impact quality teaching as perceived by school-based leaders and teachers in one elementary school
13 July 2017	Defense	Roderick Moody-Corbett	PhD	Creative Writing / English	Harry Vandervlist	Proximity mines, archives
25 July 2017	Candidacy	Gina Ko	PhD	Leadership / EDER	Dianne Gereluk	The experiences of immigrant and refugee youth in a leadership program: An ethnographic photovoice
29 August 2017	Field of Study	Richard Kemick	PhD	Creative Writing / English	Suzette Mayr	TBA [Canadian literature focus]
11 December 2017	Candidacy	Kori Czuy	PhD	Curriculum & Learning / EDER	Jo Towers	Circling the square: Exploring mathematics from Indigenous worldviews

Term-Based Teaching

University of Calgary Courses

The following table summarizes key details for all of the courses I have taught at the Werklund School of Education (2013-2019). It includes Universal Student Rating of Instruction (USRI) scores, focusing on rating item #1, Overall Instruction. More detailed USRI information is included in the Appendices.

Term & Year	Course Number	Course Name	Enrollment	Face-to-Face	Online	UPE/GPE	Item 1 Rating / 7.00
Fall 2013	EDER696 L03	Practicum Seminar I	10	√		GPE	6.00
Winter 2014	EDER696 L03	Practicum Seminar II	10	√		GPE	6.86
Fall 2014	EDER696 L03	Practicum Seminar I	10	√		GPE	6.00
Winter 2015	EDER696 L03	Practicum Seminar II	9	√		GPE	6.75
Fall 2015	EDUC530 S11	FNMI History, Education and Leadership	16		√	UPE	6.20
Winter 2016	EDER603 L08	Writing Educational Research	19		√	GPE	7.00
Fall 2016	EDUC530 S02	FNMI History, Education and Leadership	35	√		UPE	6.38
Fall 2016	EDUC530 S13	FNMI History, Education and Leadership	25		√	UPE	6.38
Winter 2017	EDER655 L02	Capstone Project in Indigenous Education	14		√	GPE	6.67
Fall 2017	EDER696 L03	Practicum Seminar I	10	√		GPE	6.44
Fall 2017	EDUC530 S03	Indigenous Education	35	√		UPE	6.77
Fall 2017	EDUC530 S30	Indigenous Education	31		√	UPE	6.48
Winter 2018	EDER655 L02	Capstone Project in Indigenous Education	11		√	GPE	6.67
Summer 2018	EDER783 L01	Narratives in Place	12		√	GPE	6.27
Average (mean) score for overall instruction (/14 courses)							6.49

Prior Record of Teaching

2010-2011—Continuing Education & Department of English, Mount Royal University

- Writing and Communication Skills (English 0115)

2009-2012—Calgary Board of Education (K-12)

- Canadian Studies 25
- Career and Life Management 20
- Career Exploration 10
- e-Learn
- English 10-2
- English as a Second Language Level 2, Level 3
- German Language and Culture 20, 30
- Science 14
- Social Studies 10-2, 10-1
- Work Experience 20, 30
- Substitute Teaching, Grades 7-12

2004-2008—Toronto District School Board (K-12)

- English 9 Academic, 10 Applied, 10 Academic, 11 College Preparation, 11 University Preparation, 12 College Preparation
- English as a Second Language A, B, D
- English Literacy Development B
- Substitute Teaching, Grades K-12

Listening to Students: Faculty Teaching Evaluations

In the Appendices to this dossier, I have included full sets of student comments from 5 courses representing a range of topics, time frames, and delivery modes (online and face-to-face classes). I have excluded sets of feedback in which very few students submitted the survey.

It is important to me to attend to qualitative student feedback. Like many teachers, I sometimes slip into focusing more on critical feedback than on positive comments from students. I will forget all about the 25 glowing comments I have just read when I encounter a tougher one. However, it is working well for me to interrupt and reframe this dynamic. While it is tempting to focus on my emotional response to the comments—for instance by asking myself *Did my students appreciate all my teaching efforts?*—I find that ultimately responding emotionally is not a productive approach. I can ask myself instead, for instance, *What worked, and what didn't work?* That way, I can filter more purposefully through feedback, whether it is positive or negative. If students are able to recognize and respond well to particular strategies or content, then I know I can keep building on those. If students are not able to identify, describe, or respond well to particular strategies or content, then it is time for me to reexamine what I am doing. I will turn to colleagues, my instructional team, current scholarship, my own reflective practice, my

design process, and so on, in order to see how I can improve my teaching next time—or for the rest of the course if it is mid-term feedback.

I will share a couple of examples of how I have responded to constructive criticism from students, in this vein. Students in the online section of 530 in 2017 identified a redundancy in the learning tasks: while I had set out a distinction between two types of posts they were to do each week, students were not able to meaningfully engage with that distinction. They ended up posting similar material twice. I shifted my structure for the following iteration of the course to integrate the two processes into one weekly forum. As another example, I noticed several negative comments from participants in the Narratives and Place course offered to the first cohort of EDCL EdD students in 2018. Some of these were specific to my teaching—e.g., perhaps I could indeed ensure that students had more time allocated for quiet, individual thinking and reflection each class—but some went beyond my course to the program. I requested a meeting with my EDSA chair and the teaching team to discuss these concerns. For instance, some students felt that their research interests were not represented in the core seminars or methodology courses. Some students felt a tremendous amount of pressure to achieve program milestones rather than exploring course themes. Those issues were taken up by the EDSA in a number of ongoing ways, from preparations for the next round of admissions up to course planning for the second cohort. Negative feedback from students was heard and will strengthen our program going forward. The plentiful positive feedback also validates the strengths in our program design.

I am also working, for the record, on hearing the positive comments just as clearly as the negative ones! It is also important to sit with appreciative feedback, to accept students' enthusiasm for their course experiences, and to enjoy a job well done.

Invited Guest Teaching

I have been invited to teach or share presentations in others' courses on 23 occasions since I began my appointment in 2015. Much of this guest teaching has taken place here at the Werklund School of Education and has focused on Indigenous education or Indigenous research. However, I have also shared guest teaching in literature courses at the Université de Montréal, McGill University, and Concordia University in Montréal, as well as in English courses here at UCalgary. I was also invited twice into a 2-week visiting instructor role on Indigenous education with an education course delivered online from the University of Southern Queensland (Australia). I appreciate opportunities to connect and collaborate across classrooms and campuses. My CV provides additional details on my guest teaching.

Land-Based Learning

I have had the opportunity, over the past few years, to be a part of WSE's growing land-based learning initiatives. Structurally, much of this work as existed alongside of the undergraduate Indigenous Education course (EDUC530) as a voluntary, additional professional learning opportunity for our students and a service or educational leadership opportunity for faculty members. For one term (Fall 2018) coordinating this work was, further, assigned as a half-course equivalent teaching assignment (overload) for myself and my colleague Dustin Louie. I have

taken up this work as an exciting opportunity to contribute to the growth of Indigenous and outdoor education in our B.Ed. program. Working in this area has involved collaborative planning, organization, visioning, and teaching involving Blackfoot Elder Randy Bottle; the past and present Associate Dean of Undergraduate Programs (UPE), Dianne Gereluk and Amy Burns; my colleagues in Indigenous Education Dustin Louie, Yvonne Poitras Pratt, and Gregory Lowan-Trudeau; members of the EDUC530 instructional team; the UPE office administrative team; plus our former Director of Indigenous Education Jackie Ottmann. Our group has been envisioning a range of growth opportunities for this program—including adding multiple learning sites and a co-curricular organizational structure—and I hope to see it continuing to grow over the coming years into a robust opportunity for all B.Ed. students.



The first year in which I took part in our Land-Based Learning opportunities was Fall 2017, the inaugural year of this initiative. That year, we took approximately 20 students to Writing-On-Stone Provincial Park in southern Alberta, a Blackfoot historical and cultural site of great importance to the First Peoples of this area. Our Elder, Saa'kokoto (Randy Bottle), has a great deal of experience leading learning trips there with students. The Writing-On-Stone trip involves a 2-night camping trip, a full-day experience visiting the rock art and learning about Blackfoot history and culture, hikes in the local landscape, experiences in and around the Milk River (which flows through the site), relationship- and community-building among the students and instructors, discussions of Indigenous and land-based education, and storytelling and learning with our Elder. In other words, the trip constitutes a significant experience with Indigenous knowledge systems and the land. Werklund was able to send along a videography and communications team in order to capture the experience, and videos were created to promote and share the land-based learning opportunity. One of these can be seen on YouTube: <https://www.youtube.com/watch?v=t7IhDg85yVM> .



In Fall 2018, Dustin and I co-led another trip to Writing-On-Stone, with the same format as the previous year's (our colleague Greg also led a trip that summer with another group of students). As part of our plan to grow the land-based and Indigenous education learning opportunities, we also took a group of B.Ed. students on a Saturday day trip to Blackfoot Crossing Historical Park, which sits at the site where Treaty 7 was signed. Students were able to tour the exhibit hall and explore the outdoor sites with local Siksika guides, learning about Blackfoot history, culture, knowledges, and the contemporary community.



I have appreciated the opportunity to participate in these activities as part of my teaching and leadership in Indigenous education. This work nurtures my growth as a learner and educator, and pushes me to engage more meaningfully in Indigenous ways of knowing and being: to respect the land as a teacher, to understand knowledges as related to particular places, to recognize

relationships with natural beings as integral to ontological and epistemological systems, and to immerse students in experiential and personally meaningful learning. There is a significant amount of room for growth in this work, but we have made a very strong start through these initiatives and I am proud of Werklund for taking them on.



For further information on our land-based learning work, please see the following websites:

- Bearing Witness to History: Werklund School undergrads gain first-hand knowledge of Blackfoot culture (*Werklund Media Room*)— <https://werklund.ucalgary.ca/media-room/news-events/bearing-witness-history>
- Hear the land speak, learn Indigenous ways, be embraced by Mother Earth (*UCalgary News*)— <https://ucalgary.ca/news/hear-land-speak-learn-indigenous-ways-be-embraced-mother-earth>
- Field Trip to Writing-on-Stone (*UPE Professional Learning Opportunities*)— <https://werklund.ucalgary.ca/upe/writing-on-stone>
- Field Trip to Blackfoot Crossing (*UPE Professional Learning Opportunities*)— <https://werklund.ucalgary.ca/upe/plo/blackfoot-crossing>

Teaching Strategies

As I build a repertoire of approaches to teaching and learning over my career—building upon experience in secondary contexts as I focus now on post-secondary education—I incorporate a variety of teaching strategies into my day-to-day classroom and online practice. I feel that

student feedback through USRIs and Faculty Surveys reflect, to some extent, the efficacy of such approaches. This feedback is presented in the Appendices to this document. On the whole I feel that I have received very positive student feedback—either reflective of strong teaching or constructive toward strong teaching in the future. I will cite a few examples of approaches to teaching here, but then explore one particular strategy in some depth in order to best characterize how my approaches fit with my teaching philosophy, focus, and context.

I appreciate storytelling for how it respects Indigenous knowledge systems, ensures that knowledge remains rooted in context and maintains particularity, and emphasizes the value of personal voice and collective listening. I appreciate rich class discussion for how it welcomes multiple voices and perspectives, enables students to build rigorous understandings collaboratively, ensures course material is taken up actively and in diverse ways, and encourages students to draw new learning into relation with prior understanding and experience. I appreciate group-based activities that enable students to engage intensively, creatively, and cooperatively with specific learning objectives, application tasks, or course materials, taking responsibility for their own learning and sharing that work with the larger class. As work in the profession of teaching often requires educators to collaborate, working with the ideas of others and adapting to multiple demands or standards, I find that team tasks enable students to develop and demonstrate their skills in collaboration. Alongside the importance of collaboration, however, is the necessity for students to reflect individually on their learning and growth—academically, personally, and professionally—in order to make meaning out of their course experiences: I therefore consistently make space for individual quiet thinking, writing, or reflection, as well, within class time as well as through individual learning tasks. Naturally, providing a range of solo and group activities is also important for differentiation. Whatever I am teaching, I believe in the importance of (respectful) humour in the classroom—but I find it is particularly healing when dealing with difficult topics, such as colonial violence, to balance darkness with humour and resilience. As a final example, because I believe it is important that I earn (rather than expect) my students' respect, I am purposeful in modeling and reflecting on my decisions and actions as a teacher. One strategy I use is to explain what I am doing and why, openly considering the benefits and drawbacks of my choices, so that my students can consider what works well and what they might want to do a different way.

As stated above, I would like to go into some depth on one teaching strategy in particular, in order to provide a more qualitative, in-depth portrayal of my typical teaching. The following expository and narrative account demonstrates the significance of sharing circles as one strong example of my pedagogical approaches.

Indigenizing Pedagogy through Sharing Circles—A Narrative Example

I ask my students to move their chairs into a circle, with nothing in the middle. We wrestle awkwardly together with tables and chairs, struggling to make a round shape in the cramped square classroom. They seem willing, and I hear no mumblings of dissent or resentment as I listen to their quiet exchanges. It takes longer than I might have thought as everyone determines how to stack the little tables out of the way and how to ensure there are enough chairs for everyone. Everyone helps, and our efforts are a bit haphazard, but generally united. Eventually we have one big, slightly bulging circle in our shared space, the desks and extra chairs a chaotic

jumble along the sides. Students are uncertain of what to do with their bags, their laptops, their drinks. After a minute or two they settle into the chairs, 35 pairs of knees pointing into the same centre.

A sharing circle, or talking circle, is a good pedagogical approach for our students in EDUC 530, the mandatory course in Indigenous Education in our B.Ed. program. Bringing the students into a circle is a demonstration of several key beliefs about teaching: everyone belongs, we are a community, together we make a strong whole, we bring all our differences to one circle. More deeply, the circle is tied to Indigenous ways of knowing and connected to particular cultural protocols. Drawing upon Indigenous ontologies and epistemologies, circle work looks simple but actually enacts and embodies complex values and processes. In the circle, everyone has a turn to speak, or to pass if they prefer. When someone is speaking, everyone else listens, without interrupting or verbalizing their own ideas. Speakers share until they are done. Everyone is valued, everyone needs to take responsibility for the learning space, everyone has something to contribute, everyone has something to learn. Most of the time spent in the circle is in fact spent listening, thinking, reflecting, rather than verbalizing one's own understandings.

I tell students that working through a talking circle is Indigenous pedagogy, but that we are not engaging in sacred protocols or ceremony today. Instead of a traditional talking stick, I simply pass around an item that holds personal significance for me: an ancient piece of petrified bone gifted to me by my grandparents. I talk about the stone and about my family, their relationships with places and the natural world. The students respect the item and hold it in their hands when it is their turn to speak. Until the rock comes to them, they listen respectfully to their peers' voices. Although we are engaging in a secular version, a simple pedagogical exercise, the nature of circle work starts to creep into the classroom. Students speak from the heart. They say things they did not expect to say. Sometimes they are moved to tears. A few of them share stories from their own lives and experience. Some respond to others, either to take care of those who are upset, to echo others' feelings, or to build on others' ideas. Personalities emerge as students share their earnestness, doubts, shyness, humour, expansiveness, frustrations, charm, insight, or enthusiasm. Some remark that the class is not what they expected, that they are learning in ways they did not anticipate. Often, they share their questions, their uncertainties, their insights, and their reflections. Of course, many share more straightforward comments on the readings or questions about their future practice. But by the time we have gone all the way around, a rich and complex conversation has taken place. We know more together than we do separately, and we have created a rich whole. The circle is working.

I explain to my students that the circle is an effective teaching strategy that they can use in their future professional practice. We discuss possible opportunities to engage in the kinds of learning the circle offers. We discuss protocols and the importance of respecting Indigenous knowledges and cultural traditions. We talk about not going further than this simple practice, not building ceremony into circles, for instance, without guidance from Indigenous Elders. We talk about the importance of acknowledging where this kind of sharing comes from, and integrating sharing circles into broader efforts to incorporate Indigenous perspectives. We work in circle every week, at least, and certainly at the opening and close of our class. I find that students do not always see the complexity or value of this approach right away: sometimes it takes longer for them to see past the surface or their hesitations. Working in circle can take a lot of work on

expectations and can be very time-consuming. It can seem to draw class discussions on far-ranging and meandering paths, well away from the teacher's control or objectives. It can be very personal rather than purely academic. Why should they use this method in their teaching?

It is the seventh week of class—we are nearly at the end of the term before practicum. We move around the circle, discussing the week's learning and students' responses, one person at a time. Most of the way around, we get to a student who shares a surprised and passionate outburst. She has just realized, she says, that this talking circle is a pedagogical approach that she could actually use in her own teaching. All through the course, she realizes, the circle has shown them how to engage in a different way of learning. She recognizes now, she says, that everyone has a voice in the circle and that everyone learns to listen respectfully to others, working hard to understand from diverse perspectives. Everyone in the room witnesses her moment of realization. We can see her process of appreciating the circle as Indigenous pedagogy. Listening on, I hope that all of the students recognize the significance of these insights: the circle is a simple but powerful way to engage in learning as a community.

One of my achievements over the past two years has been to practice this approach in online teaching as well. Most significantly, I engage my classes in talking circles during our synchronous Adobe Connect sessions. (Soon I will learn how to do it on Zoom!) I have been teaching EDUC530 online to students in the Teaching Across Borders cohort, meaning that they are spread across the globe, often in very different countries and time zones, often have limited Internet capacity, and do not come together face-to-face as a class at all during the term. When we hold our synchronous sessions all together, it is a vital opportunity to establish a sense of togetherness and community, as well as to engage in the often-intense course learning. Engaging in a talking circle at this time has proven highly effective. Since we cannot actually sit in one, I create a visual circle (usually around our geographical locations in the world, east, south, west, north) so that students can see whose turn it is to speak. We use “single speaker mode” in Adobe Connect to speak one at a time, passing the mic as a virtual talking stick. Not only does this simple practice engage us in an Indigenous approach to learning; it also reduces the awkward disorganization and technical issues of a less-structured, multi-speaker online discussion. This simple circle practice fits within their bandwidth needs while also Indigenousizing their learning. A few precious times per term, we come together as a community, share our understandings and uncertainties, thinking and reflecting together on our growing relationships with Indigenous education. As I move forward with my teaching and learning in Indigenous Education, I anticipate being able to deepen my use of this important teaching strategy.

Course Design and Development

Indigenous Education: A Call to Action

In my role as Academic Co-Coordinator of the M.Ed. Interdisciplinary topic *Indigenous Education: A Call to Action*, I worked with Yvonne Poitras Pratt to design a four-course topic focused on responding to the Truth and Reconciliation of Canada's 2015 Report and Calls to Action. Together we wrote the program and course descriptions for the program's initial delivery in summer 2016. These descriptions can be viewed in the Appendices.

Additionally, we formed a collaborative team of course instructors and specialists who contributed in various combinations to the development of the four course outlines. This team included Yvonne Poitras Pratt, myself, D. Lyn Daniels, Patricia Danyluk, and Solange Lalonde. As we move into the fourth cohort of students in this topic, Yvonne and I continue to share the leadership and coordination responsibilities alongside ongoing refinement of course design, collaborating with program instructors.

The four courses in this M.Ed. Interdisciplinary topic are as follows:

- EDER 655.15, Making the Case for Decolonization
- EDER 655.16, Decolonizing through Indigenous Arts and Media
- EDER 655.17, Critical Service Learning and Engaged Scholarship in Indigenous Education
- EDER 655.18, Capstone Project in Indigenous Education

I have included a course development form for EDER 655.18 in the Appendices because I was the instructor for this course and led the collaborative design: the outline is a strong example of my practice.

Online Delivery of Indigenous Education

I was responsible for adapting First Nations, Métis and Inuit History, Education and Leadership (EDUC 530, now Indigenous Education) for its first online delivery in Fall 2015. While I was working from the common course outline, shared with the on-campus instructors, a fair amount of development work was required to bring this course into an online format. I have continued to adapt and improve the online course for its subsequent deliveries. Over the past four years, the online enrollments have expanded greatly: at first, there was a smaller number of Teaching Across Borders students taking the course online in one section; we have expanded to make space for more TAB students as well as students in the community-based B.Ed and some on-campus students benefiting from the flexibility of the online environment. In Fall 2018 we had four sections of the course; I met with this group of instructors in order to provide them with materials and mentorship for teaching Indigenous Education online.

I have included in the Appendices a course development form I completed to detail how I initially adapted EDUC 530 for online delivery. Subsequent to that initial development, I worked with other instructors to adjust the learning tasks to include the students' contributions to collaborative knowledge building through online discussions, creating a parallel course outline for the online sections. One of my aspirations is to redesign this online course to include more digital media within the D2L platform. However, I have found that I am relatively able to take advantage of the affordances that online teaching provides—such as personalized engagement with student learning through posts and discussions—and have been recognized for my efforts with an award for teaching online.

Narratives in Place

In Summer 2018, I was asked to design a new course for the first cohort of the Curriculum and Learning Ed.D. program. This course, entitled *Narratives in Place*, was to focus on place-based understandings, relationships between place/land and ways of knowing, Indigenous and environmental education, narrative and story, and narrative approaches to research. It was a pleasure and an honour to dream up this course and share it with our students, who engaged robustly with the topics and shared beautiful responses to the readings and learning experiences. Further, I enjoyed making connections between my passion for qualitative and interpretive research, as well as the literary arts, and the notions of place, ecology, epistemology, identity, inquiry, and story. It was a beautiful course to design. The actual course experience opened up a number of considerations for our EDSA—both strengths and opportunities for refinement—which I brought forward to our collaborative team so that we could set up our second cohort (beginning Summer 2019) for even greater success. It is always a genuine pleasure to collaborate with colleagues in Curriculum and Learning on program and course design. Having had the opportunity to build this course out of a collaboratively imagined course description was a rewarding experience, and I hope to teach this course again in future. The course design form with evaluation for this course is included in the Appendices below.

Teaching Awards and Recognition

University of Calgary Teaching Awards

2018 Award for Teaching in Online Environments

- Awarded for online teaching in Indigenous Education (EDUC530) and Indigenous Education: A Call to Action (EDER655.18)
- Nomination materials in Appendices

2015 Nominated for Award for Team Teaching

- Nominated for Team Teaching with Dr. Gail Jardine in Bridge to Teaching Program

Educational Leadership and Service

Much of my leadership and service work is educational in nature: in other words, in service of teaching and learning within and beyond my institution. This section lists education-specific service and leadership contributions internal to my faculty, internal to my institution, and external across professional and community contexts.

Werklund School of Education

- Co-Lead, Innovative Initiatives in First Nations, Métis and Inuit Education within Undergraduate Teacher Education, with Erin Spring. Alberta Education Grant Project (2018 to present)
- Assembled team to carry out project designed to assess and strengthen UPE programming around Indigenous education
 - Carried out curriculum mapping of B.Ed. courses, identifying space for inclusion of Indigenous literatures / resources
 - Consulted with faculty members (instructional leads) about courses and Indigenous content
 - Managed grant funds of approximately \$14,000
 - Identified and gathered texts and resources relevant to UPE courses
- Academic Program Co-Coordinator, with Yvonne Poitras Pratt (2015 to present)
Interdisciplinary M.Ed. option in Adult Learning: *Indigenous Education: A Call to Action*
- Annual review of student applications
 - Ongoing program coordination and administration
 - Contributions to Academic Coordinator meetings
 - Initial program design, course design and alignment
- Neutral Chair, EdD Student Candidacy Oral Examination, Maroro Zinyemba (2019)
- Neutral Chair, EdD Student Candidacy Oral Examination, Connie Covey (2019)
- Reviewer, EDCL Graduate Student Applications: Reviewed applications and made admissions recommendations as part of EDCL committee (2019, 2018, 2017)
- Reviewer, Feedback Session for Graduate Student Tri-Council Proposals, Werklund School of Education (2018, 2016)
- Reviewer, Student Applications to Bridge to Teaching Program (2018): Reviewed application packages and interviewed applicants, made recommendations to committee
- Appraiser, Student Applications to Teaching Across Borders Program (2018): Reviewed application packages and made recommendations to committee
- Neutral Chair, MA Student Final Thesis Oral Examination, Marco Iafrate (2018)
- Neutral Chair, EdD Student Candidacy Oral Examination, Matthew Rempel (2018)
- Neutral Chair, EdD Student Final Thesis Oral Examination, Rhonda Williams (2018)
- Participant/Attendee, Curriculum Conversations, research dialogues in Curriculum & Learning (2016-2018)
- Representative, Werklund School of Education Field Experience Working Meeting, University of Calgary (2017)
- Panel Member, Graduate Programs in Education Graduate Seminar Series, Connecting and collecting: A conversation about qualitative data collection and analysis (2017)
- Reviewer, Feedback Session for Graduate Student Tri-Council Proposals, EDCL, Werklund School of Education (2016)

University of Calgary

Reviewer, Teaching and Learning Grant Adjudication, Taylor Institute for Teaching and Learning (2017)

Co-Organizer, Eyes Open, Eyes High: Inspiring Visions in the Midst of Difficult Teaching and Learning: University of Calgary (2016)

- Arts-focused Indigenous education event: showcase of EDUC 530 student work, performance of Strathmore High School's show *New Blood*, speakers, dialogue, and refreshments
- 250 attendees: educators, youth, parents, family, friends, and community members from surrounding First Nations
- Digital showcase video created collaboratively for this event, *Raising Awareness: Future Teachers Reflect on Indigenous Perspectives*

Community and Profession

Member, Alberta Métis Education Council (2017 to present)

- One of 6 members of provincial Council, working in advisory role to Rupertsland Métis Centre of Excellence's Associate Director of Education for 4-year term
- Mandate to work with Alberta Education toward Métis inclusion in curricula and materials to address new provincial professional standards
- Attended Métis community and Rupertsland events
- Contributed to development of six Métis foundational knowledge themes and accompanying resources and professional development, in support of Métis education
- Contributed to Council meetings, communication, and collaborations, grant applications, partnership dialogues with Werklund School of Education
- Contributed to Alberta Education stakeholder review of new provincial K-4 curriculum

Volunteer, Indigenous Games Facilitator, Indigenous Peoples' Day at Westgate Elementary School, CBE (2018)

Indigenous Community—Met with representatives from ArtTalks, Rotary Tom Jackson Stay in School Program, for information meeting; liaised with Undergraduate Programs in Education regarding possibilities for service-learning opportunities for students; helped to promote program materials (2018, March-April, 3 hrs)

Indigenous Community—Interviewed as Indigenous community member and educator: was asked by grade 6 students at Strathcona Tweedsmuir to answer questions for a school social justice exhibition (2018, January-February)

Indigenous Community—Interviewed as Métis community member by grade 7 student for social studies project (2017)

Scholarship of Teaching and Learning

As a faculty member in education, I am constantly delving into, reflecting upon, refining, re-envisioning, overthrowing, enjoying, and nurturing my work as an educator. I always want the best for my students and am relatively tireless in my own preparations, innovations, and learning in support of that work. I simply love teaching and it is natural to me to work continually to improve and enjoy what I do, for the sake of my students' experiences in the world and in their careers. Some of this engagement with teaching and learning is realized through scholarship of teaching and learning (SOTL). I have a growing record of formal SOTL projects and a much larger record of research contributions oriented toward SOTL conversations, such as presentations in professional contexts. For instance, one of my service and leadership roles—sitting on the Alberta Métis Education Council—has led me to give a number of presentations for educators on Métis topics (knowledges, culture, community, learning, etc.), bridging scholarship and practice for educators. Another example is a recent collaboration: I was invited by one of our PhD students in Curriculum and Learning to support her with a University of Calgary Teaching and Learning Grant application to pursue research into oral models of learning using digital videos—an exciting Indigenous education SOTL project. It is an honour to mentor and learn from Vicki Bouvier, who is a knowledgeable Indigenous educator, and to work on transforming learning and assessment practices through Indigenous knowledge systems. My CV provides details on projects, presentations, and publications.

Mentorship and Collaboration

Mentorship and Collaboration with Students

I am deeply committed to supporting students and it is one of the most pleasurable aspects of my role as a faculty member. Beyond my formal work in term-based teaching and in student advising with Graduate student supervision, committee membership, and examinations, it is important to me to be a strong supporter of students in everyday and informal ways. The following list portrays some ways in which I work with students in a mentorship or collaborative capacity by providing some examples from the past four years.

- Providing references for graduate and undergraduate students for scholarships, awards, or employment
- Mentoring and supervising graduate and undergraduate research assistants
- Sharing informal mentorship, support, guidance, advising for graduate and undergraduate students within and beyond the University of Calgary, as requested: for instance,
 - advising on Indigenous research topics, methodologies, or questions;
 - supporting Indigenous students with questions or concerns particular to their programs, experiences, or identities;
 - providing information on WSE programs and courses and recruiting students;
 - advising students on their academic work;

- providing feedback on proposals, publications, or ideas; and
- helping students to navigate programs and policies.
- Co-authoring an article and providing mentorship around academic presenting and publishing with a former B.Ed. student
- Supervising an undergraduate research project through a Werklund Undergraduate Research Award
- Providing leadership and learning opportunities for students through an on-campus Indigenous education event, which included:
 - involving students in event planning and facilitation;
 - involving students as event volunteers and showcasing their course work in Indigenous education;
 - collaborating with one former student, whom we employed as a filmmaker and event organizer;
 - staging a play, performed by Strathmore High School students and Blackfoot community members, for an audience including WSE and UCalgary students, faculty, and staff, alongside community members; and
 - featuring the student learning showcase online—
<https://werklund.ucalgary.ca/media-room/news-events/raising-awareness>
- Supporting an emerging Blackfoot scholar in applying for two SSHRC post-doctoral fellowships, and for adjunct status with the university, by reviewing proposals, providing advice, and supporting the application process

Mentorship and Collaboration with Colleagues and Professionals

As part of my work in teaching and learning, it is important to me to work well with colleagues. I believe in sharing what I can when it comes to materials, experience, knowledge, strategies, and so on, particularly when requested by colleagues. Given the growth taking place in Indigenous education, I find that I receive a number of requests for advice or information related to Indigenous topics. Many of these requests take the form of informal advising or mentorship, or of invited collaborations. Additionally, practicing teachers occasionally reach out to me for guidance or knowledge on First Nations, Métis, and Inuit perspectives and communities. I do my best to support, share, and communicate well with other educators, as it is important to me to support Indigenous education work and to be a collaborative teacher and learner, personally and professionally. I appreciate opportunities for reciprocal exchanges or community-building relationships that arise from folks reaching out to each other. The following list portrays some ways in which I work with colleagues or K-12 teachers in a mentorship or collaborative capacity by providing some examples from the past four years.

- Advising on and contributing Indigenous-specific ideas or materials to teaching plans, course outlines, or event plans

- Advising and supporting two graduate students (also sessional instructors) on an Indigenizing and allyship initiative entitled Aspiring Alliances for Indigenous Research and Relationships
- Sharing teaching materials and advice for online Indigenous Education course (EDUC530) with new instructors
- Providing consultation for Indigenization initiatives through WSE's Office of Teaching and Learning, including its newsletter, an Indigenous Education resource website, and a T&L community of practice around Indigenization
- Contributing to mentorship of new instructors on EDUC530 instructional team through regular team meetings and informal conversations, as well as participating in reciprocal growth and development around course instruction

Professional Learning for Teaching

It is important to me to engage in ongoing professional learning in support of my teaching practice. Below are some recent examples of learning opportunities that I have undertaken.

Indigenous Education

- 2019 Land-Based Learning, presented by Dr. Dustin Louie, Werklund School of Education
- 2019 Adventures in Indigenous Methodologies: Making Space for Métis-Specific Approaches, presented by Dr. Chantal Fiola, Athabasca University
- 2017 Teacher Education & Indigenous Pedagogies Symposium, Werklund School of Education
- 2017 Indigenous Research and Methodologies and Fireside Chat with Dr. Margaret Kovach, Werklund School of Education
- 2016 Decolonizing and Indigenizing Approaches to Wellness and Trauma, presented by Dr. Karlee Fellner, Werklund School of Education

Online Teaching

- 2017 Screencasting Workshop for Instructors, hosted by Office of Teaching and Learning, Werklund School of Education
- 2016 Critical Thinking Online, presentation by visiting scholar Dr. Petrea Redmond from University of Southern Queensland, hosted by Office of Research, Werklund School of Education
- 2016 Enhancing Synchronous and Asynchronous communication, hosted by Office of Teaching and Learning, Werklund School of Education

2016 Setting up D2L Gradebook, hosted by Office of Teaching and Learning, Werklund School of Education

Other Teaching and Learning

2018 Quality Graduate Supervision, Graduate Programs in Education, Werklund School of Education

2017 New Supervisors' Workshop, Faculty of Graduate Studies

2016 New Supervisors' Workshop, Werklund School of Education

2016 Creating an Effective Course Outline, Taylor Institute for Teaching and Learning

(Appendices Redacted for Public Version of Dossier)