Who is the one teaching?

• The problem of cultural disqualification (Donald, 2009)

• “For in considering what teaching does to teachers, our concern is with how the activity of teaching expresses something about the subjectivities of the teachers and determines ways that teachers come to construct their teaching identities” (Britzman, 2003, p. 25).

• Cultural myths of teaching: Teacher as expert
  Everything depends on the teacher

• Lovely knowledge
  Difficult knowledge (Pitt & Britzman, 2003)
Ethical Relationality

miyo
wicihitowin

miyo
wahkohtowin
Aboriginal Studies 30 and Sacred Notions of Difference

• While difference is often regarded in pejorative ways and understood as disruptive to unity, experiences with Aboriginal Studies 30 indicate otherwise.

• Sacred notions of difference, as espoused in Cree wisdom philosophies, for example, interpret and express difference as necessary for connectivity.

• Wisdom-guided sacred ecological teachings may help us to connect with ourselves, other beings and lifeforms in deeper ways. Drawing upon the mental, physical, emotional and spiritual offers guidance that helps understand and experience difference not as a threat to the ways in which we identify ourselves and the ways in which we live our lives (B. Cardinal, Personal Communication, October 2014).
“Teaching as a Practice of Wisdom”

• Wisdom-guided curricular and pedagogical approaches have the potential to help us live together in ways that do not regard difference as something that needs to be resolved, but rather as necessary for survival (Chambers, 1999). “Teaching as a practice of wisdom” (Smith, 2014) may guide us to connect different parts of ourselves that continue to be hidden following the aftermath of the split between the material and the spiritual (D. Donald, Personal Communication, March 2013). Wisdom-guided curricular and pedagogical approaches may guide youth and educators to learn more about themselves, experience connectivity with the public and the private and live in ways that teach that tensionalities are not something that we need to fear but rather can be viewed as life giving.
CENTRE HIGH CAMPUS

• 4th & 5th year high school located in downtown Edmonton.
• Approximately 2700 students enrolled annually.
• Career Pathways focus.
• Offer courses such as: Emergency Career Pathways Program (ERCP), Construction Career Pathways, Leadership 35, Working with Children Career Pathways, and Aboriginal Studies 30.
ABORIGINAL STUDIES 30
“DISRUPTING THE CURRICULAR COMMONSENSE”: DISCUSSING TREATIES IN THE CLASSROOM WITH INDIGENOUS & NON-INDIGENOUS STUDENTS.
References