



EDU 607: Indigenous Teaching and Learning Syllabus (2.0 Units)

Course Meeting Dates:

- **Time:** 4:00 - 6:00 pm pst (online)
- **Dates:** Wednesdays (8/17, 8/24, 8/31 (asynchronous), 9/7, 9/14, 9/21)
- **Zoom link:** <https://zoom.us/j/91337251873>
- **Office Hours:** TBD

Instructors:

Cereescia Sandoval csandoval@hthgse.edu (312) 731-5967
Miki Tomita mtomita@hthgse.edu (808) 255-9887 calendly.com/miki-ei

COURSE DESCRIPTION

This course is designed as an invitation to reconnect with indigenous wisdom and practice as a foundation of liberatory teaching and learning.

We are all Indigenous to a place. We are descendents and beneficiaries of indigenous lands and peoples, no matter how far removed. Through reflecting and rebuilding connections to the sources of life in our community (land, water, and culture) we create opportunities to teach and learn in ways that elevate Indigenous knowledge and provide educational opportunities that dismantle inequity - to “tend the light” for students and community.

We will spend our time together considering what authentic place-based and culture-based approaches to education feel, look and sound like. We will ask what it means to go beyond decolonizing education to indigenizing teaching and learning.

To decolonize is to let go of rigid learning structures and to engage our whole selves and do the same with our students. In homage to ancestral teachings and learnings we will move through this course organically inviting your participation. We will share stories, piece together a personal anthology, listen to elders and young people, and create a holistic learning experience to be shared in community with students. We will also continually engage with the question “Who am I to do this work?” to unpack our own relationship with oppression and to find connections that allow us to engage students in authentic and meaningful ways.

We begin and end with the Hawaiian concept of *‘āina* (that which feeds and nurtures). Through exploration of the *‘āina* that has shaped you in your existence, we seek to (re)discover the knowledge and deep connections that inform our existence so we may better design teaching and learning contexts that support self-determined destinations for our young people.

ESSENTIAL QUESTION

- Who am I to do this work?
- What does it mean to move beyond decolonizing teaching and learning?

ASPIRATIONS

Indigenous and Cultural Ways of Knowing

- o *Appreciate and explain the relationship between Indigenous identity and healthy land and people*
- o *Participate in oral traditional teaching and learning skills that include storytelling, listening, and remembering skills*
- o *Demonstrate Indigenous values such as honoring the Earth, humility, reverence, connection, and reciprocity*
- o *Design learning experiences that honor ancestral and cultural knowledge and deepen student relationships with land, water, culture, and community.*

Read
Ortiz, S.J., (2012). Continuanace for All: Land , Culture, Community, An Indigenous American Perspective. Presented Lublin, Poland. Keynote Address.
Blanks, K., (2022). Aina-Based Education Is The Path To A Sustainable Future. <i>Civil Beat: IDEAS</i>.
San Pedro, T. (2017) "This stuff interests me" Re-centering Indigenous Paradigms in Colonizing School Spaces. In D.Paris and H.S. Alim (Eds.) <i>Culturally Sustaining Pedagogy: Teaching and Learning for Justice in a Changing World</i>. New York Teachers College Press.
Bennett, R.A.(1997). I Have Come This Far. <i>Dartmouth Alumni Magazine</i>.
Trinidad, A.M.O., (2012) Critical Indigenous Pedagogy of Place: A Framework to Indigenize a Youth Food Justice Movement. <i>Journal of Indigenous Social Development</i> 1(1), 1-17.
Paris, D., & Alim, H.S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. <i>Harvard Educational Review</i>, 84(1), 85-100.
Hemphill, D.I & Blakely, E. (2015). <i>Language, nation, and identity in the classroom: Legacies of modernity and colonialism in schooling</i>. New York: Peter Lang.
Trask, H-K. (2000). <i>Settlers of Color and "Immigrant" Hegemony: "Locals" in Hawai'i</i>, <i>Amerasia Journal</i> 26(2):1-24
The School-Prison Trust (Forerunners: Ideas First) Paperback – July 12, 2022 by Sabina Vaught (Author), Bryan McKinley Jones Brayboy (Author), Jeremiah Chin (Author)

COURSE SCHEDULE

8/17 - Session 1:

First Breath

“To all peoples in the world, a world that we know as our Mother Earth, land is the foundation or base on which we reside, rest, and live, and with which we definitely identify. Land— haatse in the Acoma Pueblo language of Keres—is the setting, locale, context for the story of the human beings that we are. It is the place for the body human, i.e., the people of our culture, society, and civilization as human beings. Haatse or sra haatse—our land—is our life. For Indigenous peoples, land-life is everything; for Indigenous peoples, land-life is our human circumstance and condition.”

-- Simon J. Ortiz --

Complete before session 1:

First Breath Story

What is the space into which you were born? What do you know of the land, sky, sea and people that surrounded you at birth? Come prepared to share in small group.

Read:

[Tuck, E., & Yang, K. W. \(2012\). Decolonization is not a metaphor. Decolonization: Indigeneity, education, & society. 1\(1\)](#)

Full Circle:

Recommended reading if you want to go deeper into some of the complexities of Tuck & Yang.

[Leroy, J., \(2016\). Black History in Occupied Territory: On the entanglements of slavery and settler colonialism. Theory & Event: Baltimore 19\(4\).](#)

8/24 - Session 2:

Ancestors

“We must first know the stories of our people.” and then “make our own story too” . . . we must “be aware of the way they change the stories we already know” for only with that awareness can we protect the integrity of the Native American story.

-- Kimberly Blaeser --

Complete before session 2:

Who are your ancestors? Where do they (and you) come from?

What are the lands, seas and peoples you can trace your roots back to? Who are the people and places that populate the world you carry inside you? Come prepared to share in small group.

Read:

[Saranillio, D. I. \(2014\). Alternative economies for alternative futures. In The Value of Hawai'i 2 Ancestral Roots. Oceanic Visions \(pp. 197-206\). University of Hawaii Press.](#)

Forum Post

Speak with someone that you value as an elder. Let the conversation evolve organically. What insights do you gain? What do you wish to share with others?

In preparation for our next class:**Illuminating Untold Stories**

What are the stories connected to our learnings that you would like to tell or want to hear? Find 1 to 2 readings, podcasts, or videos that you would like to share with your home group in session 3. 15 min sharing time per person (including) watching, reading, or listening.

8/31 - Session 3:**Home**

*"Home is not just a house; it's this yearning for a place where you're safe, [a place where] nobody's going to hurt you."
-- Toni Morrison --*

Complete before session 3:**Home, where do you find safety?**

What is the space or place that provide(s/d) you shelter? A place where you felt safe to be, a place where you could grow and explore? What is the name of the land upon which that space or place was built? Come prepared to share in small group

Forum Post

What are the 1 to 2 readings, podcasts, or videos that you will be sharing with your home group? Provide links and give a brief explanation of why you chose to share.

In preparation for our next class:**Generating Learning Experience Ideas**

Begin weaving together a Learning Experience for your students, colleagues, and or community members. Be prepared to share your initial ideas in the next class.

Empathy Interviews- "Designing With Not For"

Prepare questions and conduct at least two empathy interviews with those people closest to the place, idea, or challenge you are interested in pursuing while designing your Learning Experience.

9/7 - Session 4:**Where We Do Our Work**

*"If you're gonna to teach here, if you're going to work here, if you're going to live in Hawaii, it's an absolute kuleana (responsibility) to be connected to 'āina stewardship,"
-- Sandy Ward --*

Complete before session 4:**Where you do your work**

What is the name of the land, people and culture of the place you choose to do your work? In other words, who receives you as a gift-bearer in that space? Come prepared to share in small group.

Learning Experience Plan

Be prepared to share your ideas for your Learning Experience in a small group. Come with questions to propose to your group that you would like support and feedback on.

Forum Post

Share one to two takeaways from your empathy interviews. What new insights have you gained? How has being in relationship “with” and designing “with” those most impacted by the Learning Experience you are creating influenced your design process?

9/14 - Session 5:

Creating Light

*When you help, you see life as weak.
When you fix, you see life as broken.
When you serve, you see life as whole.
Fixing and helping may be the work of the ego, and service the work of the soul.
-- Dr. Rachel Naomi Remen --*

Complete before session 5:

Learning Experience

Be prepared to share a working draft of the Learning Experience you are designing.

Forum Post

Choose one quote from your readings that resonated with you or pushed your thinking and share in the forum.

In preparation for our next class:

Continue working on your Anthology and Learning Experience plan.

9/21 - Session 6: Stories of Learning (POL)

Who Am I To Do This Work

*“If tackling critical common problems seems a fool’s errand. It’s only because we’re looking at life through too narrow a lens. History shows that the proverbial rock can be rolled, if not to the top of the mountain, then at least to successive plateaus. And, more important, simply pushing the rock in the right direction is cause for celebration. History also shows that even seemingly miraculous advances are in fact the result of many people taking small steps together over a long period of time.”
-- Paul Rogat Loeb --*

Complete before session 6:

Stories of Learning

Prepare to share your Anthology and your Learning Experience design with a small group.

*See details below

Forum Post

What will you take with you from our time together? Who (person, place) have you made stronger connections to in the last six weeks? What do you hope to pass on?

Anthology & Holistic Learning Experience

PURPOSE: Through the paired experience of unfolding your own story (Anthology) and designing a holistic Learning Experience with students, colleagues, or community members, you are invited to elevate Indigenous ways of knowing and lenses, to moves projects beyond multiculturalism to connecting students with *'āina* (that which feeds and nurtures, land, sky, water and culture).

ANTHOLOGY: Take time to connect with your own story. Create a dialogue with your ancestors, find your truth in the trees and the water of the place you call home. Let your story be realized and find a way to capture the pieces that color who you are. Who are the voices that call you to teach and recognize the relationships that will sustain you as your story continues to unfold into the future.

Reflect On:

- Who Am I?
- Who Am I to do this work?

HOLISTIC LEARNING EXPERIENCE: Design a learning experience (lesson, project, event) that creates opportunities for students, colleagues, or community members to connect with *'āina* and to engage in Indigenous ways of knowing. Resources will be provided for you to support your process including more structured outlines; however, you are invited to approach the process in ways that are meaningful and purposeful to you.

Reflect On:

- Given who I am . . . what can I do?
- What do our students gain from this experience?
- What does the community gain from this experience?
- What might I gain?
- How is my work or “what can I do?” connecting to *'āina*?

STORIES OF LEARNING

Wednesday, September 21st



In what ways do you want to share the Anthology and Learning Experience you have designed? In what ways can you move beyond just “presenting”? Give yourself permission to use song, art, written words, or other visuals. Feel free to create moments of connection and participation in the spirit of *'āina*.

- Each participant will have 10 to 15min to share.
- Share Anthology and Learning Experience
- Optional: Include 5 minutes for discussion

Additional Resources

To be added to throughout the course and beyond

'E Ohana Hou, a concept and wisdom by Hawaiian storyteller and healer, Pono Shim:
<https://www.oedb.biz/video-gallery/e-ohana-hou-2020>

Paired Viewing:  Worldwide Voyage | History of Hōkūleʻa and Polynesian Voyaging
 "The Way of the Navigator," 2022-2026 Moananuiākea Voyage

Native Tribal Perspectives and Experiences of Maple Sugaring in Place Based Teaching:
https://mediaspace.msu.edu/media/MSU+Tollgate+Farm+PerspectivesA+Native+Tribal+Perspectives+%26+Experiences+of+Maple+Sugaring+in+Place-Based+Teaching+and+Learning/1_lzgvntlg

[Why you might want to rethink using the word 'tribe' for your business community](#) by Elinor Trier of EliTrier Communities

CREDIT HOURS

This is a two-credit course. Each credit represents 45 hours of learning, for 90 total hours.

As in all GSE courses, participants will apply a critical, self-reflective social justice lens to their work, with careful attention to multiple perspectives as they address the GSE program learning outcomes: *practice thoughtful inquiry and reflection, design equitable learning environments for deeper learning, and engage in leadership for school change.*

This class honors the HTH GSE commitment to developing reflective practitioner leaders and the vision articulated in our Institutional Learning Outcomes for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection, Design Equitable Learning Environments for Deeper Learning, and Engage in Leadership for School Change.* Students will be supported in pursuing the specific program learning outcomes italicized below:

Transform Self and Systems

- **SS 1: Examined Leadership:** *Develop a greater **understanding of yourself as a leader and a learner** by deepening self-awareness, furthering the ownership of the self, and activating courageous leadership.*
- **SS 2: System Leadership:** Continuously improve teaching and learning that advances equity through root-cause analysis and alignment of system-wide teams and structures.

Design for Liberation and Deeper Learning (LDL)

- **LDL 1: Pedagogy:** Collaborate with students and colleagues to design learning grounded in deeper learning pedagogy that advances equity and collective advancement.
- **LDL 2: Instructional Leadership:** Create coherent instructional systems through coaching and adult learning to foster a visible pedagogical culture.

Practice Thoughtful Inquiry & Reflection (IR)

- **IR 1: Inquiry and Iteration:** Design, implement and reflect on the results of inquiries to address authentic needs and essential questions from practice.
- **IR 2: Connecting Theory & Practice:** Synthesize and connect relevant theory and scholarship to one's own practice and inquiries.

SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING

Contact time will be met by a combination of online synchronous activities (two hours per week of live meetings, guided student discussion) and online asynchronous learning (five and a half hours per week of faculty and invited expert video lectures as well as collaborative asynchronous activities, such as posting to discussion forums, posting video reflections to digital recording tools such as FlipGrid, and contributing to online workspaces such as a Miro board or Padlet) to be completed to prepare for synchronous sessions. To make as much time as possible for active work and discussion during live sessions, students will watch prerecorded lectures and videos and complete some activities prior to the synchronous meetings.

Students are expected to prepare for this course by doing all the reading, watching all the videos, and completing all required tasks before attending the synchronous sessions.

All students will be required to complete assignments online and independently along with completing related reading and writing assignments. The time needed to complete all assignments fulfills the remaining course unit time requirements.

By this point in the program, students' level of technical competence should include basic knowledge of the internet. Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments, including video clips. In addition to completing

assignments and accessing course documents, students should have familiarity with the entire G Suite of google applications, including Google Docs, Google Sheets, and Google Slides.

Students will have ongoing access to the instructor and fellow classmates throughout the course. Through the PowerSchool course page and emails, the instructor will maintain ongoing communication with students.

Email will be the primary form of immediate communication with the instructor outside of class time. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours.

The PowerSchool course page provides a place for the instructor to share new information and new postings. PowerSchool discussion forums provide students a place to post questions, comments, or concerns regarding readings and assignments.. In addition to weekly class time sessions, discussion forums in PowerSchool are a primary location for students to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add optional material at any point. Students are responsible for checking the PowerSchool course page and their emails regularly.

OPTIMIZING LIVE SESSION CONNECTIVITY AND QUALITY

For the best possible synchronous experience, students should consider these factors when deciding how to connect to class. Your decision affects everyone's ability to participate.

- Everyone's connectivity is affected by the weakest internet connection in the room. If you are participating on a wireless connection, this is a weaker connection than being on a wired connection. Use a wired connection if possible.
- Connect from a home or office rather than a public space. Connecting from a public space hampers overall bandwidth as this is often a weaker connection than home-/office-based wired or Wi-Fi connections.
- Remind those who might share your internet connection (e.g., family members or housemates) to be mindful of their bandwidth usage. Household members downloading large files and streaming video while you're in class can lead to a detrimental experience as they may be utilizing a lot of bandwidth. In addition, locate yourself as close as possible to the router.

COURSE PARTICIPATION

Students enrolled in this course are required to read *all* current assignments and complete all other asynchronous exercises and projects required *before* each synchronous session where the material will be discussed. We ask that students make every effort to engage in discussion by having both video and audio connected. Online students who do not participate in the synchronous sessions (via video and voice) will receive only partial credit for participation. Students are expected to actively participate in class discussions by asking questions and contributing to the discussion, drawing on the readings, assignments, and asynchronous exercises.

Excused absences are at the discretion of the instructor. In order to receive partial credit for the excused absence, the student will write an email to the instructor indicating what he/she would

have contributed to the class had he/she been able to attend and what he/she learned from having watched the recording. This email must be received within one 1 week after the absence.

STANDARDS OF ONLINE BEHAVIOR

The protocols defined by the HTH GSE Student Handbook must be upheld in all online classes. Students are not allowed to post inappropriate material or spam to the class or use offensive language or online flaming.

EXPECTATIONS & ASSESSMENT

"If something is worth doing, it is worth doing well." - Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a "student-led comment" format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.