



## **Standard 6: Educators have a broad knowledge base and understand the subject areas they teach**

1. The chosen evidence is a comprehensive project that I put together in November 2014 in the context of the VIU course EDPB 508 - Social Studies Methods. I chose to research how to teach Aboriginal content and include Aboriginal perspectives across the curriculum. I chose this project because I am dedicated to social justice and I believe that there is still much to be done in order to achieve a fair and equitable treatment of Canadian First Peoples. As a teacher, the question that drives me in relation to this topic is: how can teachers help shape a post-colonial society by decolonizing the education system? I explore this question in depth in the discussion paper and I also develop a sample lesson plan that shows how it is possible to approach the topic of discrimination, stereotype and prejudicial treatment in an engaging way with young students. The lesson plan is integrated within a larger theme (hockey) but aims at raising students' awareness of deep issues such as discrimination towards Aboriginal people and women.

2. I chose this evidence in relation to Standard 6 because I consider that this piece of evidence demonstrates how I use my broad knowledge base as well as my understanding of the subject areas I teach to convey the values, beliefs and knowledge of our democratic society. The discussion paper demonstrates that I also have the research skills necessary to extend my broad knowledge base whenever this is necessary in order to address important questions more deeply. It also demonstrates my ability to communicate effectively in English, even though my first language is French. It shows that I genuinely care about teaching students to understand the curriculum, not only in a narrow Eurocentric context, but in a global context that gives its fair share to Aboriginal perspectives. Finally, the lesson plan demonstrates that I can put all my knowledge into practice by crafting original and effective lesson plans that allow students to integrate the values of our democratic societies.

3. The discussion paper examines in detail why this learning standard and this topic are important to me as a new teacher. To put it briefly, here is what I wrote in its conclusion:

*“In an education system that is dominated by the Eurocentric worldview, teachers must make a significant effort to recognize and shed light on the cultural biases that allow for the oppression of First Nations peoples. It is the teachers’ responsibility to critically examine the limits of Eurocentric thought, to give their fair place to Indigenous knowledge and values and to make all children feel respected for the unique perspective they bring to the learning community. By creating truly inclusive classrooms, teachers can foster the development of a postcolonial society:*

*The knowledge mutualism envisioned here builds capacity among non-native students to become strong allies to indigenous peoples, to develop effective environmental collaborations and begin the process by which immigrant peoples can become “native to place” (Kimmerer 76)”*

3. Moving forward, I will continue to educate myself on the First Nations whose traditional territory I teach on. I ask myself: What protocols do I need to know and who can assist me in developing mutually beneficial relationships with local First Nations in order to further increase my understanding and knowledge and allow me to really integrate Aboriginal perspectives in all areas of my teaching? I also wonder: how can I be a leader in my field and inspire other teachers to decolonize the curriculum, so we can create truly inclusive and postcolonial classrooms?