

ECS303 Host Critical Writing Response

Tasks to complete after you have hosted a Professional Reading Seminar:

1. Review your notes (that you prepared in advance & also added to throughout the host session).
2. Review Guests 3-2-1 submissions. Highlight key info/quotes that you may want to use in your writing.
3. Using this template, submit within one week following your Host facilitation.
4. Save your file (word or pdf documents) using the following format: LastName_FirstName_ECS303_Host Critical Response.

Name: Aizel Mogro	Date Hosted: September 14, 2023
Professional Reading Seminar Topic: Treaty Pedagogies	

Connection item: Explain the conversation starter / hook that you used (article, video, image, etc; provide a link if possible). How did you use it to prompt conversation?

I started the presentation with land acknowledgement then we watched a news clip entitled "**Giving them self identity**": **James Smith Cree Nation partners with school divisions** (<https://saskatoon.ctvnews.ca/giving-them-self-identity-james-smith-cree-nation-partners-with-school-divisions-1.6415973>). After watching the video, I asked the following question:

1. What do you think will be the impact of this partnership to both Indigenous and non-Indigenous students?
2. How does this milestone promote cultural awareness?

We discussed how important it is for students to learn Indigenous culture from Indigenous people themselves. We agreed that this can be done through listening to elders, attending gatherings etc.

Prompts/questions I prepared to help lead the critical conversation:

1. What were your own experiences about Treaty Education?
2. How does treaties promote culture awareness and making Indigenous content more accessible?
3. Donald (2013) has critiqued the idea of incorporating or infusing Indigenous perspectives into curriculum that is written from a predominately colonial worldview. He explains how this sort of incorporation is another form of colonial assimilation. Instead, he compels educators to be guided by treaties in their pedagogical practices. Why treaty education training is significant for teachers? What can the school administration do to support teachers with regards to treaty education?
4. We have a responsibility to keep the Treaty alive in our lifetime for future generations." – Anishinaabe Elder Harry Bone. What is the teachers' role in keeping the treaty alive? How can the teachers be treaty catalyst?
5. As a teacher, what do you think will be the impact of treaty education to Indigenous, and Non-Indigenous students?

Quick Summary of Professional Reading Seminar: Be concise (1 paragraph). Note 2-3 key messages or themes (that emerged through the conversation)

Since I am a newcomer in Canada, I asked my group on their own experiences about Treaty Education. According to them, they can hardly remember that they were taught about it during elementary or high school. That's why we were all glad that U of R are equipping us with all the knowledge and understanding about treaties. With this, we can make a difference because our future students will have full understanding of the rich culture and history of Indigenous People. We also tackled about some backlashes that were experienced by teachers before in including treaty education with their lessons, so we agreed the importance of the full support of school divisions, school boards and administrations.

Host Reflections: (1 paragraph) Think about your role as 'host'. What did you learn about yourself (as teacher)? What surprised you? Were there any interesting pedagogical moments? What did you do really well? What would you do differently?

I learned the importance of a hook because it sets the mood and the tone of the discussion. I was surprised about how my presentation turned out because of the meaningful conversations. The prompts were useful in making seamless and engaging dialogues. My "aha" moment was when our discussions turned into sharing of real-life experiences because my nervousness faded knowing that we established trust to everyone in our group. I feel I did very well in choosing a hook, and in doing all the readings and viewing because I was able to add more information about the topic. I think I'm satisfied with the outcome of my presentation, so I won't do anything different.

Critical Thoughts: Explain how the readings help(ed) you practice seeing the topic through a critical lens. (2 succinct, edited paragraphs max; use citations). Engage with the pedagogical applications of the readings/viewings, especially related to education for social and/or ecological justice possibilities. Describe how the main ideas in the readings may impact your developing teacher practice. You are encouraged to reflect on how this could inform your ways of being and knowing in the context of your pre-internship placement.

One of the common misconceptions of treaties is that it is only meant for First Nations. We are all treaty people whether Indigenous or Non-Indigenous people in Saskatchewan because we are all given opportunities to live and enjoy the wealth of this territory because of the treaties (Office of the Treaty Commissioner, 2023). I am always thankful to this territory for giving a home for me and my family. Hence, as a future teacher, I will make sure that I will always incorporate treaty education in whatever lessons I will teach. I will build a classroom with students that respect each other's differences and similarities towards reconciliation.

Extending: What are you wondering about now? (i.e. thoughtful questions that arose from the conversation). How might you continue to grapple with the complexities you have noticed?

What would be some considerations when choosing out of school activities for Treaty Education?

How can we educators avoid unconscious biases and personal opinions, and how can we encourage our students to think critically for themselves?

Peer-Assessment

At what level did each member of your group participate and contribute?
Exceeding expectations (E), Meeting Expectations (M), Progressing towards expectations (P), Below expectations (B).

List names of group members, the rating you think is appropriate, AND explain why. Provide professional & relevant comments that clearly justify the rating. (i.e. why did you rate them as you did? Distinguish between the categories.)

Below, copy/paste the GUEST 3-2-1s indicating who submitted each.

1. Jonah Neufeld (E)

Answered prompts meaningfully, shared relevant experiences, understanding to the readings and viewings were evident during the discussions

3. Samantha Briere (E)

Answered prompts meaningfully, shared relevant experiences, understanding to the readings and viewings were evident during the discussions

2. Kendra Giuliano (E)

Answered prompts meaningfully, shared relevant experiences, understanding to the readings and viewings were evident during the discussions

This information will be kept confidential.

GUEST 3-2-1s: