

Course Syllabus

[Jump to Today](#)

Early Childhood Education (ECED)

ECED 442 63A: Supporting Indigenous Infants and Young Children within the Context of Their Communities

3 Credits (Winter Term 2, 2023)

UBC's Vancouver Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Structure: Online

Your Instructor: Alethea Smith

Contact Information: alethea.smith@ubc.ca

Preferred contact method is messaging through Canvas. Please note that my response time may normally be one business day. I can be flexible about meeting during weekday evenings, provided I have sufficient notice.

You can navigate to specific sections of the syllabus using these links.

[Course Description](#) | [Course Assignments](#) | [Course Schedule](#)

Instructor Bio

Faculty of Education

Alethea Smith

St'at'imc and Stó:lō and a member of Samahquam First Nation

B.A., GDE, M.Ed.

Adjunct Professor

2125 Main Mall, University of British Columbia, Vancouver, BC V6T 1Z4

Email: alethea.smith@ubc.ca

“We recognize the traditional, ancestral, unceded lands of the hə́nq̓əmiḥəm-speaking Musqueam people.”

Course Description

This course begins by acknowledging the traditional territory of the Musqueam upon which UBC is situated.

Welcome to ECED 442, "Supporting Indigenous Infants and Young Children within the Context of Their Communities". In this thirteen week, nine unit course, you will become familiar with the many dimensions and perspectives that are involved in caring for and working with Indigenous children and their families.

This course centers an Indigenous worldview, in which there are many diverse views and cultural practices. While every society has alternative influences and subcultures, we will explore broader traditional practices related to the cultural survival, substance, spirituality and flourishing of Indigenous peoples. You are wholeheartedly invited to bring your own culture, traditions and perspectives to the forefront of your knowing while learning about those that are important for Indigenous children. As indicated in the 1972 policy paper published by the Native Brotherhood on Indian Control of Indian Education:

Unless a child learns about the forces which shape him [or her], the history of his [or her] people, their values, their language, he [or she] will never really know himself [or herself] or his [or her] potential as a human being. (National Indian Brotherhood, 1972, p. 9)

It is important for Indigenous and non-Indigenous childcare educators to have a sense of their relationship to their own culture and ancestry in order to truly appreciate that of Indigenous peoples. Due to our intersecting histories of diaspora and disruption, often caused by the culture and history of colonialism, it can be a difficult journey back to this knowing. In fact, many have resisted this and have instead opted to adopt new families of intention or heart based on emerging cultural values. What is important here is to embrace a deep understanding for the importance of culture for Indigenous families, even those who are “finding their way home” after disruptive experiences. Sadly, residential schools and child welfare removals are a large part of the colonial experience in Canada. Equally important is the task of creating Indigenous-centered spaces where Indigenous families do not have to be “the other” or treated as a marginalized group on their traditional lands. This aspect is crucial for the holistic health of Indigenous children and their families.

Course Objectives

This course provides early childhood development professionals with an introductory view of perspectives related to working with Indigenous (First Nations, Métis, and Inuit) families in Canada, and particularly in British Columbia. Students will explore Indigenous perspectives of childhood and lifespan development; Indigenous communities and colonial history; and the importance of culture and identity for the well-being of Indigenous children. As part of this course, students will:

- Learn about the languages and communities in British Columbia
- Learn about the importance of land and territory in relation to identity
- Gain a better understanding of the history of residential schools and the negative history of child welfare for Indigenous families
- Explore Indigenous worldviews and perspectives on child and lifespan development and the roles of children in relation to their family
- Study Indigenous approaches to “home visiting”, developmental and needs assessment and family support
- Explore ways of understanding special needs and supporting children who are differently-abled along with their families
- Recognize the importance of ceremony and celebration in the lives of First Nations, Métis, and Inuit families.

As this course is situated on Coast Salish lands in British Columbia, it will focus primarily on the people, traditions and ways of knowing related to the B.C. First Nations and the Métis.

Course Expectations

Course Interactions

Throughout this course, students will be provided the opportunity to interact with other students and their instructor online through the posting activities. Typically, a question or topic of discussion is provided by the instructor, which relates to a particular event, theme, reading or interview/podcast. After week one, students are placed into groups of 5-6. On Monday or Tuesday of a week with a posting activity, students will place their posting in the discussion board. Postings should not be more than 150-200 words. Midweek, students will respond to two other posts, thus generating a conversation. At the end of the week on weeks 4 and 7-10 (i.e., Modules 3-8), one person in each group is chosen to submit a one- to two-page discussion summary to the instructor for grading. The group can produce a schedule and choose a person for each week that a summary is required. Your instructor will respond to your posts, look in on the ongoing discussions, and offer comments in addition to marking the summaries.

It is expected that students will engage in a professional manner, similar to how you would in an early childhood work setting. This means approaching others with an open heart and an open mind, working across difference, centering Indigenous knowledge and learning about history and culture in relation to others and to self. In online discussions and assignments, professionalism means treating others with dignity and respect, attending to timelines, especially where others rely on your timely input and feedback. You are asked to communicate any extraordinary experiences with your instructor or group members in cases where your engagement may be delayed or interrupted. Students are asked to orient themselves towards fostering a learning climate of mutual care and concern, similar to how we may work in our professional lives.

If you are learning, perhaps for the first time, about issues that have involved violence and oppression towards Indigenous peoples, you are asked to enter these conversations with care and sensitivity. It is not a “free for all” for opinions, but rather an opportunity to listen to Indigenous perspectives while managing an internal process and dialogue that could involve intense feelings or thoughts in response. You are invited to take a position of “ally”, in solidarity with Indigenous peoples in their efforts to reclaim what has been taken from them, to heal from the past and to self-govern. Certain issues are not up for debate. Centering Indigenous knowledge and perspectives is one aspect of becoming an ally. You may need to seek personal support if distress or troubling responses should arise through this engagement. It is all part of learning and growing on the path to anti-oppression and decolonization in Canada. In terms of class conversations, these efforts relate to the notion of cultural safety which is discussed below and which is an idea that was encoded through work with Māori people in the field of nursing in Aotearoa.

Course Terminology

In this course, the terms Indigenous and Aboriginal are used interchangeably. There are three Aboriginal groups recognized in the Canadian Constitution (Constitution Act 1982). These are the First Nations, Métis, and Inuit. Please consider these three groups as much as possible when addressing course materials, with the understanding that there are fewer Inuit in British Columbia than First Nations and Métis. There are different First Nations designations assigned by the Federal Government, such as Status, On-reserve, Off-reserve, Urban as well as non-Status Indians. The term “Indian” or Native will be used only when it is used as such in federal documents or articles.

In general, it is most appropriate to use the particular name of the people or nation. Specific usage of local names is preferred and will be used as much as possible. Culture refers to a way of living, a way of seeing and understanding the world, particular spiritual, ceremonial or ritualistic practices. Each culture has a particular orientation to other

humans, to community and to the earth and environment. Culture includes language, food, clothing and daily routines as well as deeper and philosophical aspects related to “knowing and being.” Cultural practices will be explored in this course.

Early child development tends to refer to pre-birth to age 9 or 10, depending on the source. In this course, childhood will be considered up to age 12, a time before puberty/adolescence. Much of the focus will be on early childhood education and care, relating to preschool. However, teachings about cultural programming and cultural integration can be applied to various levels of education and are oriented holistically towards working with children in the context of the family and community. In the Indigenous world view, separating individuals according to age groups can be inappropriate, so one will find much mention of parents and elders in conversations about early childhood... as we are all connected and relevant to each other's well-being.

Learning Processes

This course will include readings, journaling, short quizzes, and video clips. Students will be asked to discuss, share, process, and analyze their learning through activities such as reading, listening to podcasts, watching films, journaling, writing/posting assignments, and taking short quizzes.

Bloom's Taxonomy of Learning is offered as a guide to the various forms of receiving and converting information and experience into knowledge. Bloom invites us to Know-Remember, to Understand/Describe, to Apply, to Analyze, to Evaluate and to Create (based on Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)). This model, in an updated version, asks learners and educators to navigate various landscapes of learning for the fullest kind of knowledge integration. There is a) factual knowledge, such as basic knowledge, terminology, specific dates and elements; b) conceptual knowledge related to interrelationships among basic elements within a larger structure that enables them to function together. This includes classifications and categories; c) procedural knowledge includes how to do something and how to apply skills; d) metacognitive knowledge including awareness of one's own learning process; e) strategic knowledge includes knowledge about cognitive tasks and self-knowledge. When learning incorporates all these levels, the learner may experience various forms of self-growth, expansion and transformation. See the following link for more information on this model (<http://samarapatterson.blogspot.ca/2010/11/week-2-blooms-taxonomy.html> (<http://samarapatterson.blogspot.ca/2010/11/week-2-blooms-taxonomy.html>)).

Additional Materials

Learning Materials

All required reading materials will be provided through this online course, and there are no required textbooks. The readings are accessible from the Library Online Course Reserves (LOCR) link in the Course Menu.

Online Communications

In this course, and throughout your program, you are expected to communicate in a respectful and professional manner. You may find it helpful to review [UBC's Distance Learning Communication Online: Netiquette](https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/) (<https://distancelearning.ubc.ca/learner-support/communicating-online-netiquette/>) web page.

Web Conferencing


Your class may be meeting virtually using Zoom. Some class sessions may be recorded and posted for you to view. Before recording you will have the option to off your video and/or mute your audio, change your name if you wish not to be in the recording. The recordings will be shared with you in this course.

Review the [Zoom Student Guide](https://keep-teaching.ubc.ca/files/2020/04/zoom-student-guide.pdf). (https://keep-teaching.ubc.ca/files/2020/04/zoom-student-guide.pdf) If you are experiencing technical issues then contact the [UBC IT help desk for support](https://it.ubc.ca/got-question-about-it-products-and-support#helpdesk) (https://it.ubc.ca/got-question-about-it-products-and-support#helpdesk).

Course Assignments

This is an overview of the assignments for this course.

Assessment	Grading
Assignment 1: Individual Postings and Group Summaries	30%
Assignment 2: Journals (Week 5 and Week 10)	10%
Assignment 3: Self-Location Paper & Indigenous Intersections	20%
Assignment 4: Plan of Care for an Aboriginal Child in Your Child Care Centre/Kindergarten	40%

"Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately using [APA referencing style for generative AI](https://apastyle.apa.org/blog/how-to-cite-chatgpt)  (https://apastyle.apa.org/blog/how-to-cite-chatgpt). Failure to clearly indicate and reference AI-generated material will be reported as academic misconduct." (UBC Faculty of Education)

Note: Late assignments will have 10% deducted per day. Weekends count the same as weekdays.

Course Schedule

This is an overview of content in the course. Visit the [Course Schedule](https://canvas.ubc.ca/courses/130331/pages/course-schedule) (https://canvas.ubc.ca/courses/130331/pages/course-schedule) page for more details.

Module
MODULE 1: Course Introduction and Exploring Indigenous British Columbia in a Context of Cultural Safety Weeks 1 - 2
MODULE 2: A History of Colonialism in Canada Week 3
MODULE 3: Indigenous Worldview and Learning Week 4

MODULE 4: Indigenous Families and the Life Cycle <i>Weeks 5- 6</i>
MODULE 5: Identity for Indigenous Children <i>Week 7</i>
MODULE 6: Home Visiting, Community Service and Assessing Child, Family, Parental Relational Needs <i>Week 8</i>
MODULE 7: Practice Skills <i>Week 9</i>
MODULE 8: Ceremony and Celebration <i>Week 10</i>

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available from the [UBC Senate Website](https://senate.ubc.ca/policies-resources-support-student-success).
(<https://senate.ubc.ca/policies-resources-support-student-success>)

Online Learning for International Students


The shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit the [UBC Academic Calendar 2020/21](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0%20) (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0%20>) for an articulation of the values of the University conveyed in the [Senate Statement on Academic Freedom](http://www.calendar.ubc.ca/vancouver/print.cfm?tree=3,33,86,0) (<http://www.calendar.ubc.ca/vancouver/print.cfm?tree=3,33,86,0>)). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses.

Course Policies

Please make sure you are familiar with the academic policies and procedures.

Academic Integrity

Students are expected to follow UBC policies for academic integrity and academic misconduct, which includes practices around plagiarism, referencing and citation, and copyright. For more see, UBC's [Learning Commons Academic Integrity resources \(https://learningcommons.ubc.ca/academic-integrity/\)](https://learningcommons.ubc.ca/academic-integrity/).

"Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately using [APA referencing style for generative AI](https://apastyle.apa.org/blog/how-to-cite-chatgpt)  (https://apastyle.apa.org/blog/how-to-cite-chatgpt). Failure to clearly indicate and reference AI-generated material will be reported as academic misconduct." (UBC Faculty of Education)

Accessibility






If you have any challenges accessing materials that will impact your success in this course, UBC's Centre for Accessibility can support your needs by providing appropriate accommodations to support you.

- Web: [UBC's Centre for Accessibility website \(https://students.ubc.ca/about-student-services/centre-for-accessibility\)](https://students.ubc.ca/about-student-services/centre-for-accessibility)
- Email: [accessibility@ubc.ca \(mailto:accessibility@ubc.ca\)](mailto:accessibility@ubc.ca)






Learning Analytics

Some of the learning technologies used for this course collect data to support the improvement of teaching and learning. This includes the collection of data related to overall class progress to provide personalized feedback, engagement in discussion forums to support the fostering of community within the course, and how resources are being accessed to support improvements to the course design. To learn more about learning analytics at the Faculty of Education and at UBC, see the [What is Learning Analytics? \(https://ets.educ.ubc.ca/learning-analytics/students/\)](https://ets.educ.ubc.ca/learning-analytics/students/) page.

Course Summary:

Date	Details	Due
Mon Jan 15, 2024	 MODULE 1: Discussions (Individual Reflection)	to do: 11:59pm
	 MODULE 1: Self-Assessment (https://canvas.ubc.ca/courses/130331/assignments/1723294)	due by 11:59pm
Fri Jan 19, 2024	 Introduce Yourself	to do: 11:59pm
	 SIGN-UP: SMALL GROUP DISCUSSION	to do: 11:59pm
Tue Jan 23, 2024	 MODULE 2: Discussions (Individual Reflection)	to do: 11:59pm

Date	Details	Due
Tue Jan 30, 2024	 MODULE 3: Discussions (Large Group)	to do: 11:59pm
Fri Feb 2, 2024	 MODULE 3: Self-Assessment (https://canvas.ubc.ca/courses/130331/assignments/1723292)	due by 11:59pm
	 Small Group Discussion Summaries - Module 3 (https://canvas.ubc.ca/courses/130331/assignments/1723303)	due by 11:59pm
Tue Feb 6, 2024	 MODULE 4: Discussions (Large Group)	to do: 11:59pm
Fri Feb 9, 2024	 MODULE 4: Self-Assessment (Week 5) (https://canvas.ubc.ca/courses/130331/assignments/1723296)	due by 11:59pm
Sun Feb 11, 2024	 Small Group Discussion Summaries - Module 4 (https://canvas.ubc.ca/courses/130331/assignments/1723304)	due by 11:59pm
Fri Feb 16, 2024	 MODULE 5: Self-Assessment (https://canvas.ubc.ca/courses/130331/assignments/1723295)	due by 11:59pm
	 ASSIGNMENT 2a: Journal Summary (Part 1 - After 5 Weeks) (https://canvas.ubc.ca/courses/130331/assignments/1723299)	due by 11:59pm
	 Small Group Discussion Summaries - Module 5 (https://canvas.ubc.ca/courses/130331/assignments/1723305)	due by 11:59pm
Tue Feb 27, 2024	 MODULE 6: Discussions (Large Group)	to do: 11:59pm
Fri Mar 1, 2024	 MODULE 6: Self-Assessment (https://canvas.ubc.ca/courses/130331/assignments/1723298)	due by 11:59pm
	 Small Group Discussion Summaries - Module 6 (https://canvas.ubc.ca/courses/130331/assignments/1723306)	due by 11:59pm
Fri Mar 8, 2024	 MODULE 7: Self-Assessment (https://canvas.ubc.ca/courses/130331/assignments/1723291)	due by 11:59pm
	 Small Group Discussion Summaries - Module 7	due by 11:59pm

Date	Details	Due
	(https://canvas.ubc.ca/courses/130331/assignments/1723307)	
	 MODULE 8: Self-Assessment (https://canvas.ubc.ca/courses/130331/assignments/1723293)	due by 11:59pm
Fri Mar 15, 2024	 Small Group Discussion Summaries - Module 8 (https://canvas.ubc.ca/courses/130331/assignments/1723308)	due by 11:59pm
Fri Mar 22, 2024	 ASSIGNMENT 2b: Journal Summary (Part 2 - After week 9) (https://canvas.ubc.ca/courses/130331/assignments/1723300)	due by 11:59pm
Fri Mar 29, 2024	 ASSIGNMENT 3: Self-Location Paper & Indigenous Intersections (20%) (https://canvas.ubc.ca/courses/130331/assignments/1723301)	due by 11:59pm
Fri Apr 5, 2024	 ASSIGNMENT 4: Plan of Care for an Indigenous Child in Your Child Care Centre/Kindergarten (40%) (https://canvas.ubc.ca/courses/130331/assignments/1723302)	due by 11:59pm