

**MASTER OF EDUCATION IN ADMINISTRATION AND POLICY WITH A FOCUS IN CULTURALLY RELEVANT PEDAGOGY**

**Summer 2024 – Summer 2026**

The StFX Faculty of Education has developed a **Master of Education in Administration and Policy to prepare educators to be leaders in Culturally Relevant Pedagogy** for qualified in-service educators. This cohort aligns with the Department of Education and Early Childhood Development’s goal of better serving underserved communities in Nova Scotia. As such, it advances the instructional capabilities of participants to support the learning of all students with a particular focus upon equitable learning for First Nations and African Nova Scotian learners.

This program is grounded in two main purposes:

- 1) Creating a space for cohort participants to better understand and further develop their scholarly and professional knowledge and capabilities as teachers and leaders in culturally relevant pedagogy; and
- 2) To use their knowledge and capabilities to enhance the equitable learning of all students.

Courses will be presented either face-to-face, online, or in a combination of face-to-face and online, and in intensive summer school experiences. Teachers will be provided with opportunities to integrate their learning with pedagogical approaches to develop their teaching capabilities as culturally relevant teachers. With the possible exception of summer terms, graduate students will be able to complete the degree through courses online.

**Proposed program sequence and outline:**  
**Students must complete the proposed courses below to achieve this specialized concentration.**

LOCATION	SUMMER 2024	FALL 2024	WINTER 2025	SPRING 2025	SUMMER 2025	FALL 2025	WINTER 2026	SPRING 2026	SUMMER 2026
Online via Moodle/ Collaborate	534 505	515	561	502	536 504	573	533	508	521D 525

The application information can be found here:

<https://www.mystfx.ca/masters-of-education/applications-and-forms>

For additional StFX admission inquiries, please contact [med@stfx.ca](mailto:med@stfx.ca)

**\*\*Please note on the supplemental application that you are applying to the MASTER OF EDUCATION IN ADMINISTRATION AND POLICY WITH A FOCUS IN CULTURALLY RELEVANT PEDAGOGY**

**Application deadline: February 16, 2024**

**1. EDUC 534 – Foundations of Education** – This course provides students with an opportunity to examine and expand their own personal perspectives and to situate themselves with relation to social

justice and equity. An anti-racist framework will be used to explore issues related to power, privilege, culture, race, cultural capital, poverty, colonization, institutional and systemic racism.

**2. EDUC 505 – Introduction to Education Research** – This course aims to instill in educators a teacher researcher stance which allows them to both inquire into their learning context and become more fluent in using research to inform their practice. Teacher inquiry and action research will be explored as a vehicle to introduce approaches to educational research. Literature review methodology will be explored.

**3. EDUC 515 – Culturally Responsive Pedagogy** - In this course participants will gain an understanding of culturally responsive pedagogy. Topics to be examined include: critically analyzing the root of academic failure among marginalized groups across North America; exploring how educator belief systems impact student achievement and connect to systemic racism; understanding the central role cultural plays in classroom instruction, and enacting culturally responsive instructional and assessment strategies.

**4. EDUC 561 - Leadership and Administrative Theory** - This course examines conceptions of leadership and administrative theory that advance culturally relevant pedagogy. Graduate students will explore models of leadership that pay particular attention to models of leadership that are distributed, shared and inclusive in nature.

**5. EDUC 502 - Education of African Nova Scotian/African Canadian Learners 1** – This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students.

**6. EDUC 536 Program Development** – Program development in this cohort refers to the efforts made by professional practitioners at a variety of levels to develop culturally relevant educational programs for students. The term is applicable to schools implementing or improving programs, to individual teachers in classrooms developing or changing the programs they teach. Learning portfolios will be discussed as a means to examine one's own educational practice/program in order to both improve and better understand instructional practice as it relates to personal development. This class explores inquiry based/problem-based teaching, critical thinking, and culturally relevant teaching strategies.

**7. EDUC 504 - Education of African Nova Scotian/African Canadian Learners II** – This course builds upon the work begun in *Education of African Nova Scotian/African Canadian Learners 1* and further explores Afrocentricity as a major construct in organizing teaching and learning. Examples of Afrocentricity in schooling within Nova Scotia and other Canadian jurisdictions will be explored and developed.

**8. EDUC 573 Professional Development and Supervision of Instruction** - This course addresses the supervision of an instructional program and the professional development process, allowing graduate students to support teacher learning in their own context. There will be an explicit focus on models of professional learning that address teachers' knowledge, skills and attitudes as they engage in culturally relevant pedagogy.

**9. EDUC 533 – Dynamics of Change** - The major concepts in the successful implementation of change will be examined, with particular emphasis upon change leadership as it relates to implementing Culturally Relevant Pedagogy within schools.

**10. EDUC 508 – Critical Research Literacy in Education** – This course focuses upon reading and interpreting educational research about culturally relevant pedagogy in relation to students' own educational context.

**11. EDUC 521D – Diverse Cultures: Indigenous Education Pedagogy** – This course focuses on the schooling of Mi'kmaw and other First Nations learners and explores issues, challenges and successes in educating students of Indigenous heritage. A decolonization lens will be used through which to examine and enact Indigenous curriculum, teaching, and assessment.

**12. EDUC 525 - Treaty Education** – Building on the recommendations of the Truth and Reconciliation Commission (2015), this course uses an education *as reconciliation* framework from which to challenge Eurocentrism in schooling. Teachers will engage in unlearning Eurocentric assumptions and knowledge and relearn Indigenous knowledge, skills and attitudes that will allow them to successfully educate all students about their treaty responsibilities in support of this provincial initiative.