

Reflective Paper

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IED 373: TELNIWT and Indigenous Education

Chaw-win-is

July 31, 2020

Territorial Acknowledgement

As a white settler of German and Norwegian decent, I recognise that I am an uninvited visitor here in Canada. I acknowledge with respect that I live and study on the stolen lands of the W̱SÁNEĆ nation and Lekwungen speaking peoples, including the Songhees and Esquamalt Nations. I appreciate that these peoples have had a reciprocal and sustaining relationship with the land since time immemorial and that that relationship continues today. I respect that despite hundreds of years of colonial oppression, racism, attempts to fracture communities and ties to land, these nations as well as Indigenous people across Turtle Island have shown immeasurable strength and resiliency. I acknowledge my own role in upholding colonial systems that continue to marginalise and oppress Indigenous people and promise to not stand idle in complicity. I promise to continue working to decolonise my own thinking, reflect on my actions and accept criticism with an open heart.

Reflection on Story Telling and Truth Telling

BY FOCUSING ON STORY PRINCIPLES, WE CAN LEARN DIFFERENT LESSONS FROM THE SAME STORY AT DIFFERENT TIMES



From Giles's story: each drop represents a learning experience which is built on over time causing concentric circles that eventually connect to those of other learning experiences.

Question
As a settler in Canada, how can I use story telling as an authentic learning tool in the classroom to honor and celebrate Indigenous traditions?

INDIGENOUS PERSPECTIVES/ INDIGENOUS VOICES

Be an ally
make space for counter-narratives

NARRATIVE AND ATTITUDE
Education for liberation

Critical eye - who is the story for? what is the purpose?

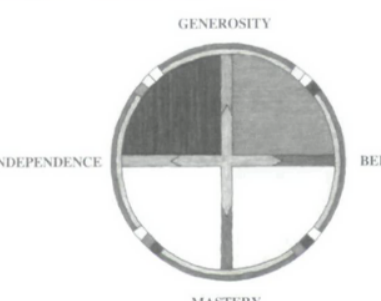
'THE STORY' vs the story

Future Generations

LIVED VALUES
ORAL TRADITION
place-based Experience
patience, trust and readiness
MENTOR RELATIONSHIP WITH STORY TELLER
Knowledge as a gift - acknowledge the giver(s)
humility* truth* love

Relationship
True Indigenous education for the heart mind, body and spirit

Students should be encouraged to form a relationship with stories and texts on a personal level



Culture

Story work

Nation

METAPHOR AND ANALOGY IN STORY READ THROUGH THE LENS OF 7 PRINCIPLES: RESPECT, RESPONSIBILITY, RECIPROCITY, REVERENCE, HOLISM, INTERRELATEDNESS & SYNERGY

"stories 'take on their own lives' and 'became the teacher'"
(Jo-ann Archibald, 2007, p. 9)



RESPONSIBLE, ACTIVE, PARTICIPATORY LISTENING

"The stories people tell have a way of taking care of them. If stories come to you, care for them. And learn to give them away where they are needed. Sometimes a person needs a story more than food to stay alive; that is why we put these stories in each other's memory. This is how people care for themselves." (Lopez, 1990, p.48)

"Elders say, it is important to listen with 'three ears: two on the sides of our head and the one that is in our heart.'" - Jo-ann Archibald



Transferring oral to text is a complex process - How can things like body language, personality, context, relationship be translated into mere words on a page?

Identity



RESPECT, RELEVANCE, RECIPROCITY, RESPONSIBILITY

of Indigenous education
Respect for language

Meaning making

Ancestors

Transformation

WE ARE ALWAYS IN A STATE OF BE-COMING



Land

Connection

Impact of colonization

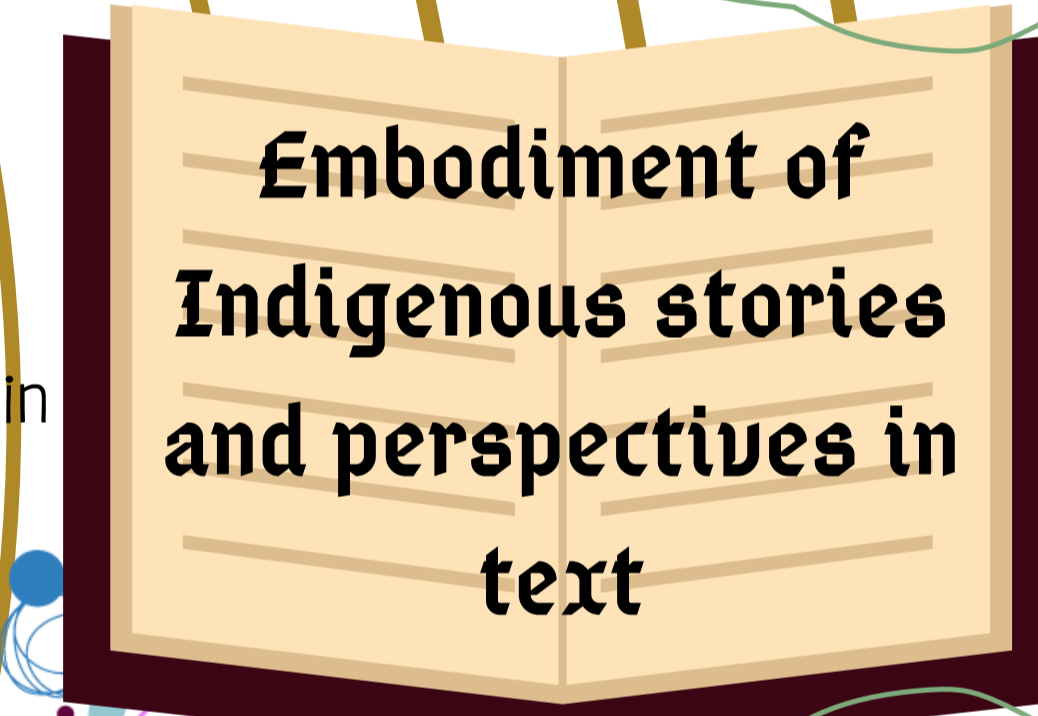


humour and meaning lost or misinterpreted

RESIDENTIAL SCHOOLS
STORIES MOLDED TO WESTERN LITERARY IDEALS
Integration and public education

Need for a balanced perspective theories embedded in stories

INDIGENOUS WRITERS/VOICES TAKING THE LEAD
Gaining pride and understanding through re-connecting to spirituality, language and culture



oral tradition remains alive with Indigenous text growing from within it

Community

WRITING IN FIRST LANGUAGES
Learning to manipulate English to fit traditional communication methods

Reconciliation

THE GOVERNMENT'S HISTORICAL CONTEXTUALISATION OF INJUSTICES AND RACISM TO MOVE ON WITH THE STATUS QUO VERSUS INDIGENOUS PEOPLES' CURRENT LIVED EXPERIENCES AND ONGOING IMPACTS OF RACISM, COLONIALISM.

throw the light on injustice

Truth-telling
Kanatiens - "they sit in our village"



question dominant narratives, examine perspective and context
survivors's stories
land acknowledgements

Restorying

STORIES OF RESILIENCE

Resurgence

Unification and healing

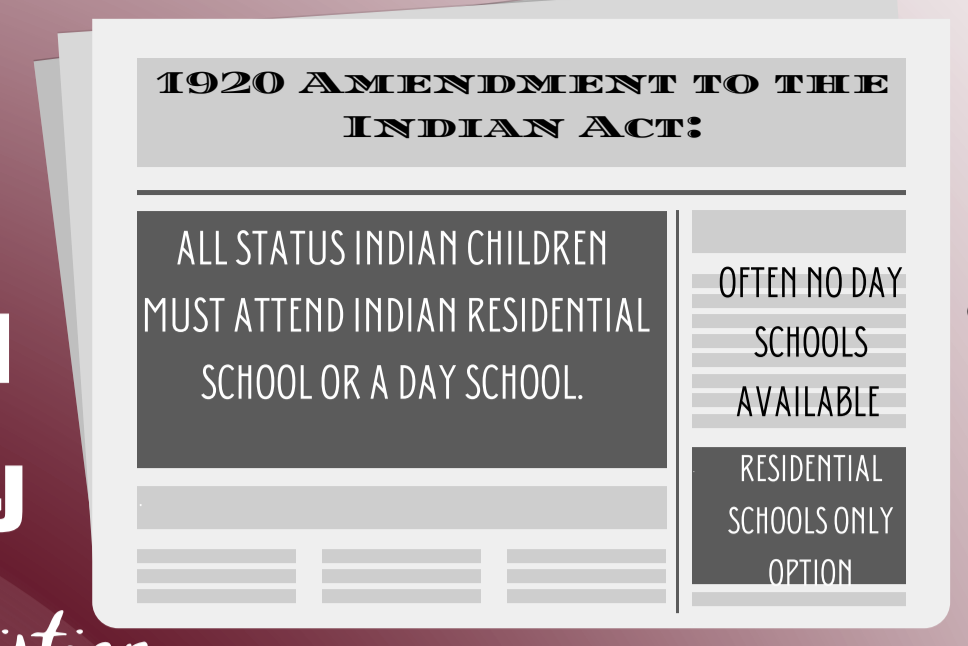
STORIES THAT LEAD TO ACTION

Reflection on Residential Schools

Colonisation

THE INDIAN ACT

Land dispossession
Reserves
Pass system
Forced dependency on state
Indian Agents
POTLACH LAW
Treaty agreements



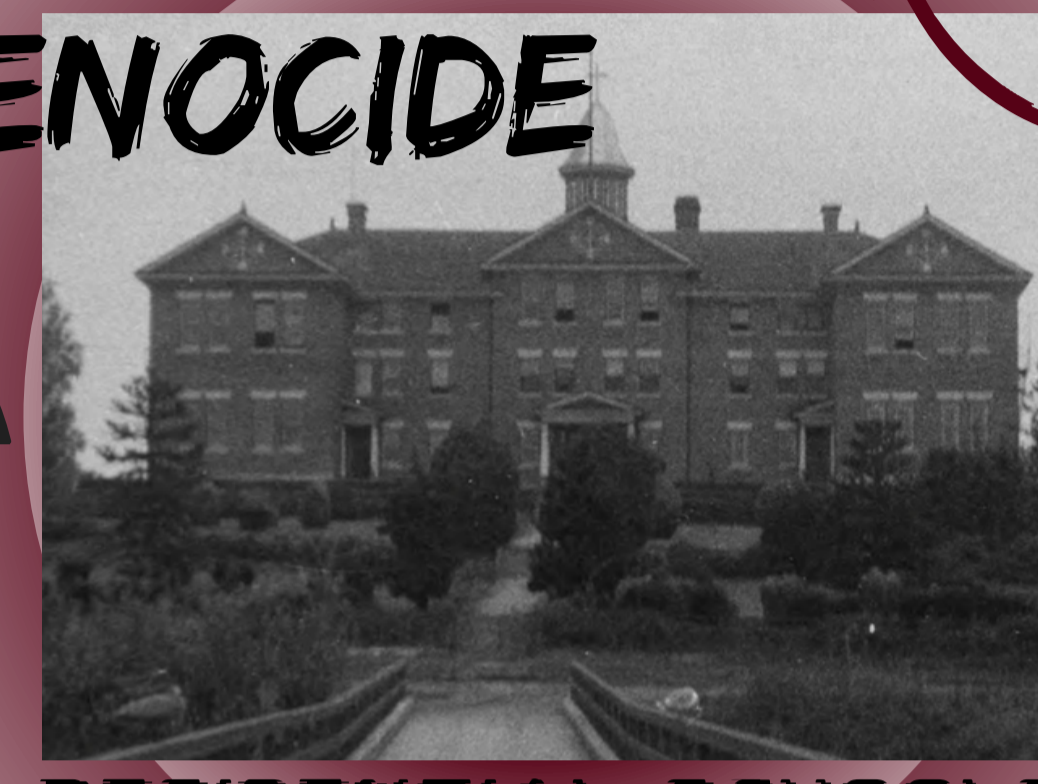
EMOTIONAL ABUSE
PHYSICAL ABUSE
SEXUAL ABUSE
SPIRITUAL ABUSE

Stripped identity



Christian names
ASSIGNED NUMBERS

CULTURAL GENOCIDE



RESIDENTIAL SCHOOLS
January 1st, 1831 - July 1997

TUBERCULOSIS pneumonia
under-qualified staff, underfunded schools
Children often spent more time doing physical labor than studying
Only the most basic education
unfulfilled commitments to education for Indigenous children
malnutrition

STATE FUNDED, CHURCH RUN

Religious education prioritized

Forced separation
ISOLATION



Churches building mission schools for Indigenous children as of mid 1600s - following the path of colonisation from East to West

Millennial Scoop Institutionalization
THE 60'S SCOOP

INDIGENOUS CHILDREN TO WHITE FAMILIES
Continued abuse

Lost identities

#1 Goal: ASSIMILATION

When the abominable state of residential schools was outted and they became less popular with the public

Question:
What are some good resources to help me ensure that I am following trauma informed teaching practices?

stereotyped Racism
bullying public high schools
Western Education Integration colonial system
stuck in-between



Policy of education integration

Re-enstating the status-quo

TRAUMA

Inter-generational trauma

Language and traditional knowledge loss

survivors left with an aversion to education and displaced identities

SUICIDE addiction



Assigning a monetary amount to life trauma

CEP

Reconciliation

Reconciliation relates ONLY to experiences and trauma suffered from residential schools

STATE PERSPECTIVE
CANADA ISN'T RACIST
this is history
We're sorry, let's, move on

Colonization and racism are Canadian problems, not just Indigenous problems - we must all confront our roles

In order to move forward we ALL need to know the truth



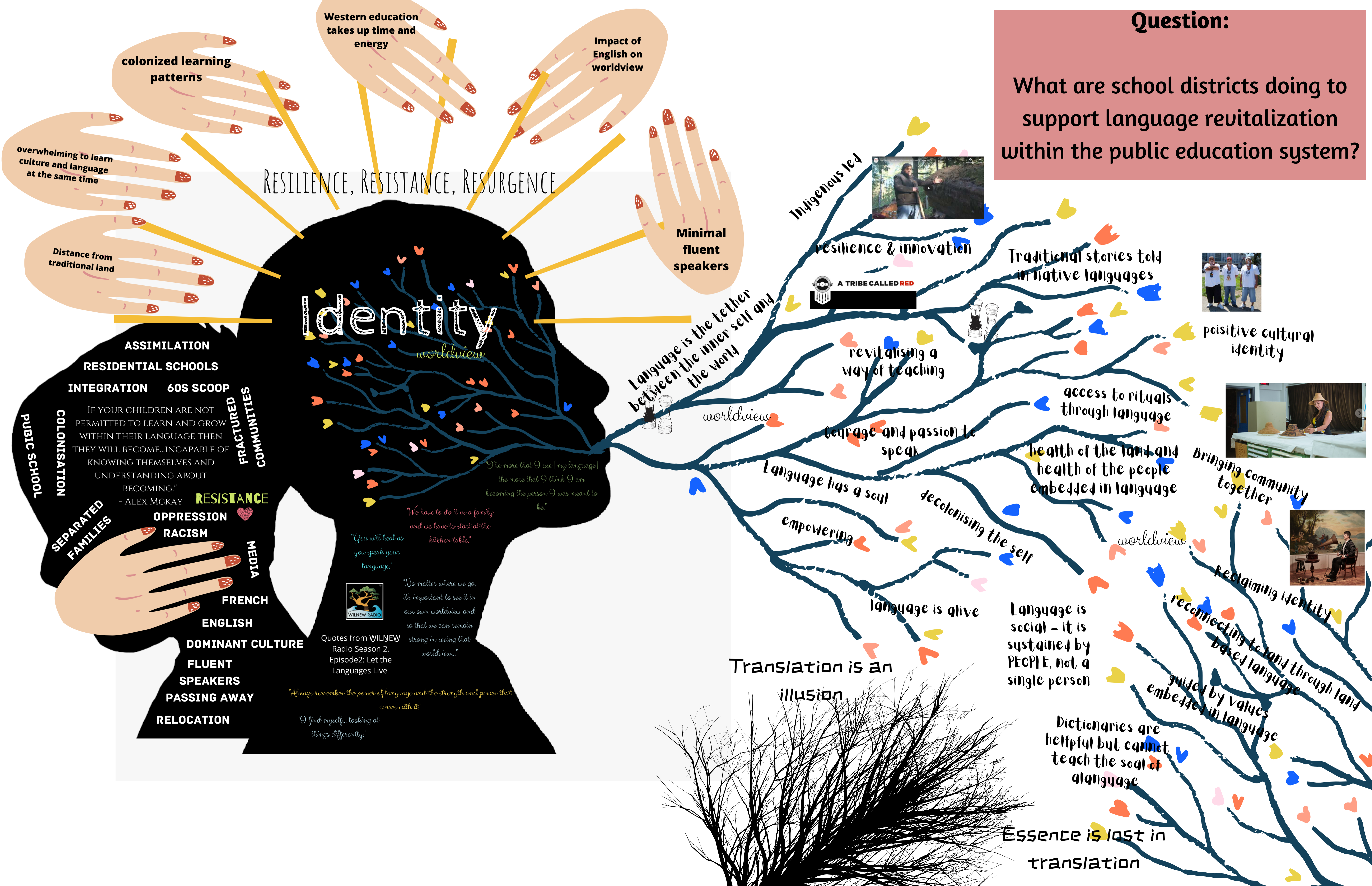
truth and repair.

Truth & Reconciliation

Healing
Reclaiming traditional names
Re-connection
Resurgence
Indigenous led
Re-storying
self-determination
re-unification
Language revitalisation
TRC Calls to Action
Indigenous pedagogy
reform
Indigenous perspectives
Education for liberation
Questioning the status-quo
Trauma-informed
culturally responsive
culturally relevant
CRITICAL PEDAGOGY
decolonising
Education for Reconciliation
Indigenization
Healing
Reclaiming traditional names
Re-connection
Resurgence
Indigenous led
Re-storying
self-determination
re-unification
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REFLECTION ON LANGUAGE REVITALIZATION

Question:
 What are school districts doing to support language revitalization within the public education system?

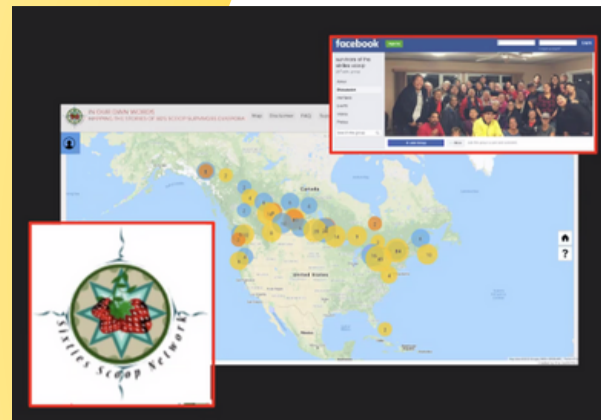


Reflection on the 60s Scoop

Language Revitalization **RESURGENCE**



Building positive cultural identity



Going home

RESISTANCE
building connection

The Birth of a Family

RESILIENCE

Union



Kimelman Report

Need for self-determination



Ottawa, AFN pen agreement to map out funding for First Nations child welfare overhaul

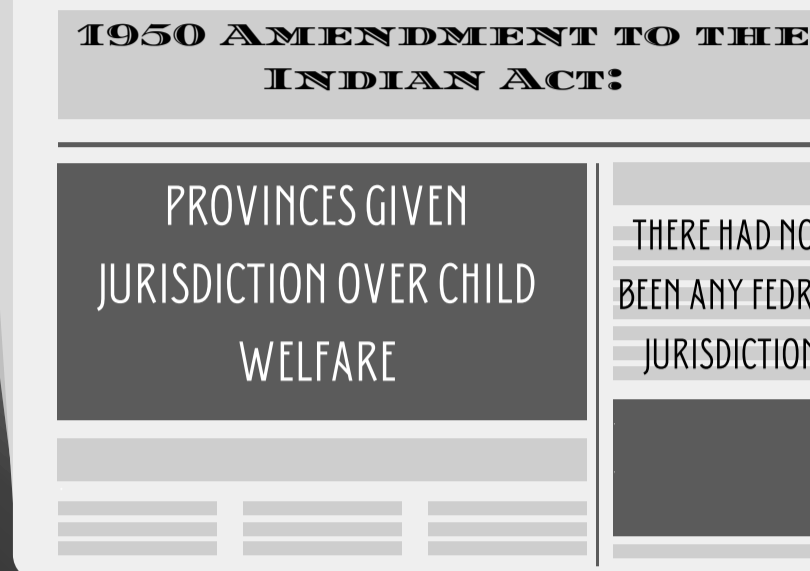


OVER 20,000 STOLEN CHILDREN BETWEEN 1950'S-1980'S
GOVERNMENT TRYING TO MAKE INDIGENOUS PEOPLE REPLICAS OF ANGLO CANADIANS

60's Scoop

ASSIMILATION

CONTINUED CULTURAL GENOCIDE



Increased workload for social workers was not matched with increased training or cultural understanding

RESIDENTIAL SCHOOLS

poverty

socio-economic barriers
HIGH-DEATH RATES
underfunded, unsupported communities

MILLENNIAL SCOOP

"MORE INDIGENOUS CHILDREN IN CARE NOW THAN AT THE HEIGHT OF THE RESIDENTIAL SCHOOL ERA" - CBC NEWS

55% OF CHILDREN IN CARE ARE INDIGENOUS, BUT ONLY 4% OF THE POPULATION IN CANADA
OVER-REPRESENTATION

systemic racism

CONTINUED LACK OF SUPPORT FOR INDIGENOUS COMMUNITIES

NOT REQUIRED FOR BAND COUNCILS TO BE NOTIFIED OF CHILD'S REMOVAL UNTIL 1980

ADOPTIVE FAMILIES GIVEN MISINFORMATION ABOUT CHILDREN'S ORIGINS



PARENTS RECEIVED MINIMAL OR NO WARNING
SOME ADOPTED CHILDREN RECORDED AS DECEASED

separation

CHILDREN SOMETIMES TAKEN WHEN PARENTS WEREN'T AROUND

Stolen Identities

BIRTH ALERTS BABIES MOVED EVERY 3 MONTHS TO AVOID ATTACHMENT

TRAMA

PHYSICAL, EMOTIONAL, SPIRITUAL, SEXUAL ABUSE

INDIGENOUS CHILDREN

'SCOOPED' & PUT INTO CHILD WELFARE SYSTEM
CHILDREN IN INSTITUTIONS

dehumanizing

INABILITY TO DEVELOP POSITIVE CULTURAL IDENTITY
IDENTITY CRISIS

Forced

Colonisation

THE INDIAN ACT
Land dispossession
Reserves
Forced dependency on state
Indian Agents
Pass system
POTLACH LAW

Broken Treaty agreements

Question:
What are some good classroom resources that address the 60s and millenial scoops in a way that is sensitive to the fact that the issue continues today and may affect children in the classroom directly?

REFLECTION ON THE IMPACT OF RACISM & COLONIALISM ON INDIGENOUS HEALTH AND WELL-BEING

Compassion and patience - be mindful of intergenerational trauma
TRUTH comes before reconciliation
 Education for liberation - retelling the history of Canada
 the importance of Indigenous voice, perspective and context

What can take from this as a pre-service teacher?

cultural humility "the heartbeat of anti-racism is confession" - Ibram X Kendi
 Culturally responsive practice Be reflective and open to critique

Future Learning:

I would love to explore how the issues discussed in this paper apply to education further, particularly at an Elementary level.

Racism is institutionalized in social systems including health care, child welfare and the criminal justice system.

CEP
SPiritUAL
 The Common Experience Payment has resulted in more harm than good as it fails to account for the atrocities suffered by the survivors and to support the reunification of communities that would aide in the healing process

Racist acts in health care individualized - greater picture of systemic racism veiled

ABUSE emotional abuse

PTSD

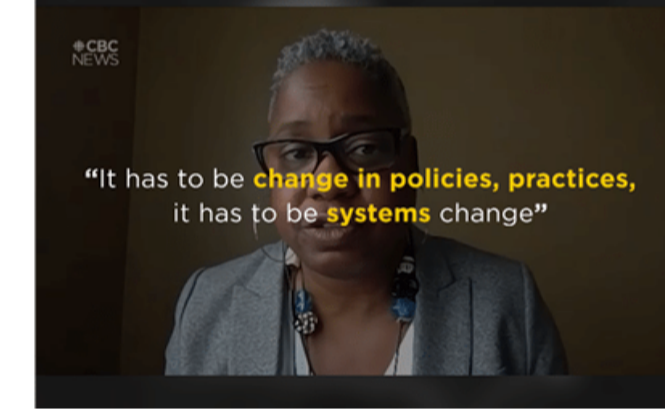
Indigenous voices, perspectives and context missing
 "objective" data on Indigenous health
 Indigenous communities pathologized

Racism against Indigenous Peoples acts as a barrier to all key social determinants of health: education, employment, food security, housing

physical abuse Transmission of cultural identity and parenting skills impeded
sexual abuse separation from family human experiments
Current & Historical

60s scoop
 Indigenous children taken and placed in white families
 Over-representation of Indigenous children in state care

What systemic racism in Canada looks like (CBC Vancouver, 2020)



"...to call someone racist, it's seen as more offensive than that person's racism." - Rinaldo Walcott

Racism is systemic and until we, the cogs of the system, acknowledge it and become open to critique nothing will change.



Colonization
 By naming Indigenous people as wards of the state, dispossessing them of their lands and rights to self-determination, the Indian Act legalized and laid the ground work for years of racist and colonial policies that continue today.

RESIDENTIAL SCHOOLS

Cultural genocide
 assimilate

Child welfare Practices

RESILIENCE
 family COMMUNITY Intergenerational child-rearing
 Individual resurgence
 Community food sharing
 Community fundraisers



Impact of colonisation on Metis

Not included in the Indian Act
Not considered Indian or Canadian - victims of race based persecution

Dispossessed of land

INDIAN ACT 1876

dispossession of land

Colonial authorities decide who is **INDIAN**
 DEPENDENCE ON THE ALL STATE
POWERFUL hunting and gathering
 MOVEMENT RESTRICTED

Inuit Peoples permanent settlement
 Forced out of nomadic lifestyle
SLED DOG MASSACRE Global warming impacting food sources

MISSING AND MURDERED INDIGENOUS WOMEN



Women could lose status if married to a non-Indian
Gendered impact of colonization
 Colonial/patriarchal policies
 Required medical check-ups for pregnant women in remote locations
 Undermining of traditional midwifery

INDIAN AGENT
 Roles and responsibilities of women undermined

ACCESS TO HEALTH CARE

NON-INSURED HEALTH BENEFITS PROGRAM
 Only for status Indians
 Some services require on-reserve treatment for coverage

Dependent on the state and confined in remote northern communities, Inuit Peoples' access to basic necessities, including health services are limited.

WOMEN DISPLACED FROM TRADITIONAL ROLES AND RESPONSIBILITIES
 forced sterilization of women

Brian Sinclair
 R.I.P.
 Anxiety and avoidance of health care services

CHANGING AND COMPLICATED APPROVAL PROCESSES

cultural safety versus cultural competence
Promising developments

INDIGENOUS DIRECTED HEALTH SERVICES, trauma informed care

efforts to increase the # of Indigenous health care providers

REFLECTION ON INDIGENIZATION

Question:
What are some of the local protocols for inviting community members into the classroom?

adaptable and responsive teaching
STUDENTS AS CO-TEACHERS AND TEACHER AS CO-LEARNER
Inquiry practice thick
AUTONOMY OVER LEARNING
EXPERIENCE
democracy
ALL VOICES VALUED
DECOLONIZATION
Restorying
ALLYSHIP
GORSKY'S 7 SHIFTS OF CONSCIOUSNESS FOR INTERCULTURAL TEACHING



Including and amplifying Indigenous voices
INTERDISCIPLINARY
EMOTIONAL, SPIRITUAL, PHYSICAL AND INTELLECTUAL DEVELOPMENT

Trauma informed
community centered
focus student strengths
Respect and acknowledgement of Knowledge Keepers
All learners see themselves in the classroom
Learning by doing

teach dissent
CRITICAL PEDAGOGY
Education as a practice for liberation



REVELUTIONARY

Reform

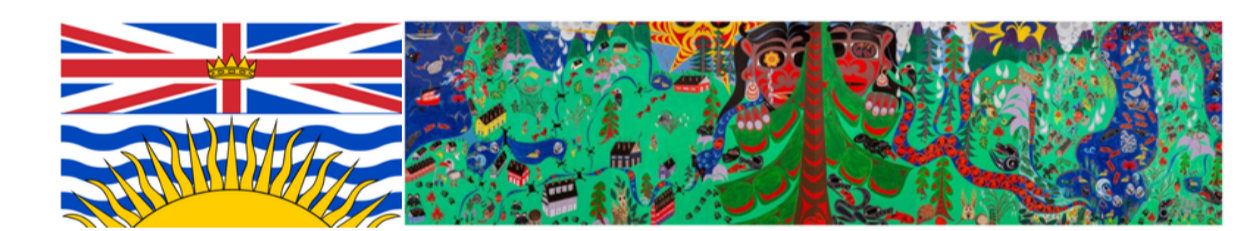
Legitimization

PRESSURE FROM PARENTS, ADMINISTRATION AND COLLEAGUES

PERSONAL GROWTH
KNOWLEDGE GAINED FROM EXPERIENCE
Indigenous Epistemology and Pedagogy

IMPERSONAL
MEASURABLE KNOWLEDGE
Western Epistemology and Pedagogy

TENSIONS



Analyse the need and form of formal assessments

- Places to Intervene in a System (in increasing order of effectiveness)
1. The power to transcend paradigms
 2. The mindset or paradigm out of which the system—its goals, structure, rules, delays, parameters—arises
 3. The goals of the system
 4. The power to add, change, evolve, or self-organize system structure
 5. The rules of the system (such as incentives, punishments, constraints)
 6. The structure of information flows (who does and does not have access to what kinds of information)

Leverage as a generalist teacher
Considering where I, personally, am perpetuating colonialism/oppression
Acknowledging the system as colonial



THEORY

PRAXIS



REFLECTION

PLACE-BASED INDIGENOUS KNOWLEDGE
Indigenous Epistemology and Pedagogy

GENERALIZED NON-SITUATED WESTERN KNOWLEDGE
Western Epistemology and Pedagogy

EXPERIENCE
PERSONAL KNOWLEDGE
Indigenous Epistemology and Pedagogy

TEXT-BASED
IMPERSONAL KNOWLEDGE
Western Epistemology and Pedagogy

what will happen if we don't cover EVERY point, chapter or concept?
SURFACE VERSUS DEEP UNDERSTANDING

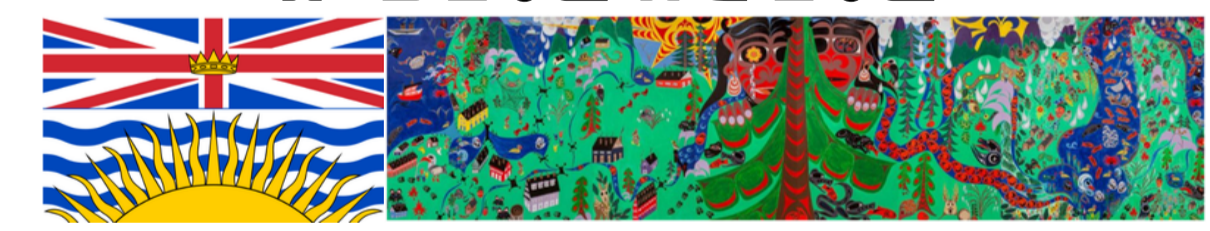
STUDENT-CENTERED
STUDENT ABILITIES
Indigenous Epistemology and Pedagogy

CONTENT-CENTERED
LEARNING OUTCOMES
Western Epistemology and Pedagogy

HOLISTIC APPROACH
Western Epistemology and Pedagogy

CATEGORIZED APPROACH
Western Epistemology and Pedagogy

TENSIONS



ORAL PEDAGOGY
Indigenous Epistemology and Pedagogy

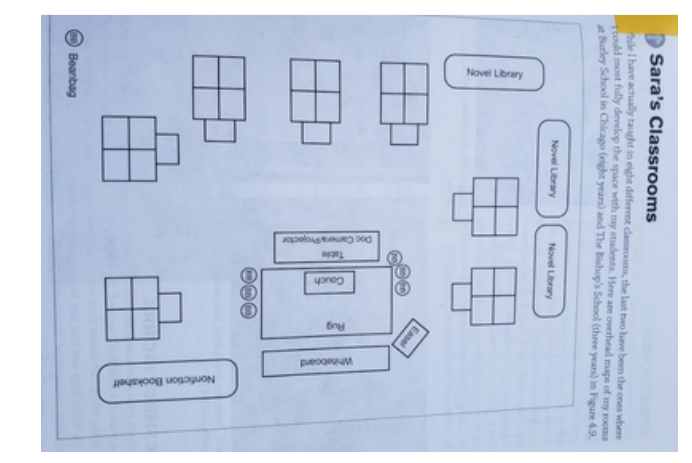
WRITTEN PEDAGOGY
Western Epistemology and Pedagogy

Refer to TRC Calls to action

Teaching colonization as BOTH historical and contemporary



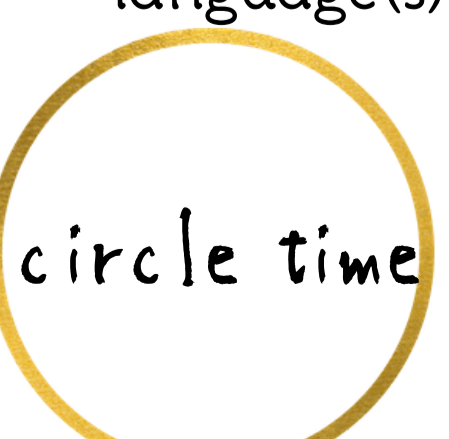
Physical arrangement of classroom
Using space to encourage collaboration



Teaching Indigenous history, resilience, resistance and resurgence all year long

Learning traditional place names
Include more than books in the class "library"—audio, manipulatives, visuals etc.

circle time
Mindfulness moments



Encouraging/valuing conversations of shared values and principles over rules and punishments
DISPLAYING VISUALLY/ORALLY LOCAL LANGUAGE(S)



Walking land acknowledgment tours
CLASS COMMUNITY TIME
Break outside the textbook - find local resources

personal inquiry unit
Bringing in funds of knowledge

Outdoor learning
Studying local plants

Place-based learning

Drawing on district resources and relationships
Learning and following local protocol

Group work
varied assessment and teaching strategies



Personalized teaching methods

REALLY get to know my students

Be vulnerable

Acknowledge where knowledge/information/stories come from

Acknowledge mistakes

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