

Indigenous
Education:
Virtual Workshop
Series

Land Acknowledgement for Niagara University

Niagara University in Ontario is located on the No. 13-Toronto Purchase Treaty Lands and Territory of the Mississaugas of the Credit First Nation. This is the Traditional Territory of the Huron-Wendat and the Haudenosaunee and home to many First Nations, Inuit, and Métis people today. The University stands in partnership with its Indigenous neighbours in promoting the wise stewardship of the lands, waters and resources that we share here and across Turtle Island.

We hope to inspire our students and future leaders to be gracious and respectful of these resources and to honour all people who are First Nations, Métis and Inuit.

Gratitudes

Dr. Carol Doyle-Jones would like to thank:

Robert Cutting, Diane Montreuil, Darin Wybenga, Mitch Keene,
Lydia Sunchild, and Laryssa Gorecki

Dr. Chandra Foote, Dean of the College of Education

Dr. Vince Rinaldo, Vice President, Ontario Administration

Alyssa Mattacchione, Teacher Candidate at NU

Lauren Cadieux, Teacher Candidate at NU

Kheirunnissa Lakhani, Teacher Candidate at NU

The background features a repeating pattern of overlapping, semi-transparent blue circles of various shades, ranging from a deep navy to a lighter teal. Superimposed on this are delicate, gold-colored branches that resemble coral or seaweed, with thin, tapering limbs and small, pointed tips. The overall aesthetic is organic and textured.

Meet Our Presenters!

Robert Cutting

Robert Cutting has been a Catholic educator for over 40 years, and has authored over 200 titles from textbooks to stories for children of all ages. Robert currently publishes with Rubicon Publishing and Pearson Education, with one of his series being *Turtle Island Voices*, Aboriginal books for grades 1-8 (with David Bouchard and David Booth). Through Robert's interest in science, history and his Kanienkeha'ka (Mohawk) ancestry, he weaves these aspects into his storytelling, writing and presentations to give a unique perspective on everyday life.

Presentation Highlights

A Journey

Robert will be sharing his journey through storytelling. Together, we will explore this gift and discuss Indigenous education and changes in education.

Diane Montreuil

Diane Montreuil was born and raised in Montréal, Québec. Diane has spent many years as an apprentice of her Grandmother of the Cherokee nation to rekindle her indigenous heritage, and to find inner peace within herself to stand stronger as a representative of the Métis culture of Eastern Canada. Diane is a board member of the Council of the first Métis people of Canada in the role of Education Director and a member of the Council of the First Métis People of Canada. In 2017 Diane was invited by the Royal Ontario Museum to be a representative of French Indigenous- docent artists during the Exhibition called Anishinaabeg Art & Power, and she speaks regularly at cultural events with students about Métis culture.

Presentation Highlights:

Diane will first introduce smudging to prepare the workspace. Diane will also discuss medicine pouches, from preparation, materials and patterns, different leathers, and its uses. During the live session, Diane will host a Q & A.

Darin Wybenga

Darin Wybenga is a member of the Mississaugas of the Credit First Nation where he works as the community's Traditional Knowledge and Land Use Coordinator. One of the favorite aspects of his job is educating people about the history of his First Nation and its resilient people. Prior to working for the First Nation, he was an educator in independent grade schools in Southern Ontario. He resides on the Mississaugas of the Credit First Nation Reserve on the lands of the Between the Lakes Treaty, No.3.

Presentation Highlights

This presentation will explore the development and the aftermath of treaties between the Crown and the Mississaugas of the Credit First Nation and the reduction of the First Nation's land base. The construction of land acknowledgements will also be briefly touched upon.

Mitch Keene

Mitch Keene is a middle school teacher at Hector Thiboutot Community School in Sandy Bay which is an Indigenous community in northern Saskatchewan. He currently teaches English language arts, science, health, and careers. He is a BPS graduate from NU and became an OCT in June 2020. Mitch also holds a Bachelor of Science degree from Lakehead University and a Master of Education from Memorial University of Newfoundland.

Presentation Highlights

Teaching in the North: Perspectives from a newly certified first-year teacher

As a newly certified teacher, Mitch shares his experiences teaching in an Indigenous community in northern Saskatchewan. Teacher candidates at Niagara sent in a variety of questions to Mitch ahead of the interview. Using the questions received as a basis for the interview, he discusses topics like curriculum, assessment, culturally relevant pedagogy, and the differences he notices when working with Indigenous students. He emphasizes that there is no “silver bullet” to Indigenous instruction in the classroom but simply listening and building relationships are his go-to strategies that have proven to be successful.

Lydia Sunchild

Lydia Sunchild is a nêhiyaw iskwew (Cree Woman) educator and proud member of the Thunderchild First Nation, located in the Treaty 6 Territory. She graduated from the Indian Teacher Education Program (ITEP), from the University of Saskatchewan, within the Faculty of Education in 2010. In addition, she has received a Masters in Education in 2019, with a focus on the ITEP's Leadership and Organization cohort from the University of Saskatchewan. Lydia is currently the Sr. Researcher and Analyst for the Federation of Saskatchewan Indigenous Nations for the Innovations and Research program. Her career has always been dedicated to First Nations education, where she has taken part in creating numerous initiatives that have all had the message to inspire the youth and educators. As a single mother of one daughter, she remains strongly connected to her culture. Her work is firmly rooted in community practice that aims to preserve and nourish her holistic teaching approaches and practices.

Presentation Highlights

Shifting Paradigms: Creating Space to Walk in Two Worlds

This presentation was part of the 2020 Indspire Education Conference. Lydia and Laryssa have kindly shared this session with us. This YWCA cross-cultural exchange includes Cree youth from Thunderchild First Nation on Treaty 6 territory in Saskatchewan and Toronto youth in the TCDSB, on Treaty 13 territory. Their experiential community partnership and exchange will be explained and explored.

Laryssa Gorecki

Laryssa Gorecki is a secondary English teacher at TCDSB, and has spent the last several years developing and teaching the Understanding Contemporary First Nations, Métis, and Inuit Studies Voices (NBE) courses. She is an active teacher-researcher with a drive for innovative learning opportunities that celebrate student diversity. She also regularly works with colleagues on collaborative inquiry and resource development related to equitable, inclusive and culturally responsive pedagogy. Lately, Laryssa has been working on arts-based initiatives connected to the TRC Calls to Action. She is committed to continuing to learn from and build relationships with Indigenous artists to inform and enrich her practice, and to build more unified and respectful classroom communities.

Presentation Highlights

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Indigenous Education Classroom Resources



Land Acknowledgement Workshop by Borelson and Lena Recollet



Series Editors:
Robert Cutting
David Bouchard
Robyn Michaud-Turgeon



“Integrating *Turtle Island Voices* into the classroom not only helps foster a sense of identity among Indigenous students but enriches all students with First Nations, Métis, and Inuit perspectives.”

Turtle Island
Voices Series



“In Our Words” Teacher Resource

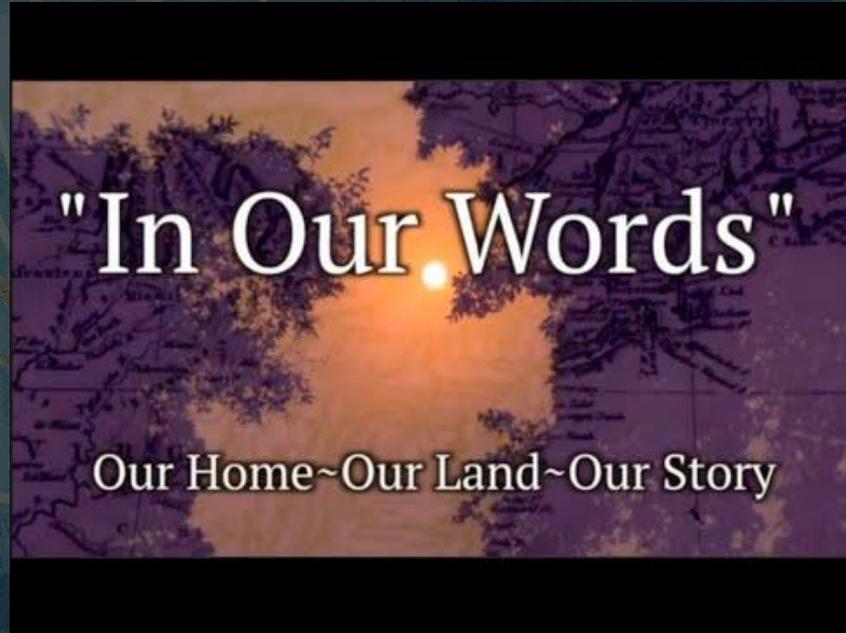
This video clip is recommended by
DPCDSB.

This 50 minute video clip provides personal
accounts from Elders and Knowledge
Holders.

It is recommended to be viewed by teachers
and students from grades seven to twelve.

Available at the following link:

<https://www.youtube.com/watch?v=XIC1nowTyP0&feature=youtu.be>



First Nations, Métis and Inuit Education Association of Ontario

This site is recommended by DPCDSB and contains lesson guides, videos and activities to use in classrooms.

There are Four Units:

Unit 1: Who We Are

Unit 2: How We Live: Community Values

Unit 3: How We Lead: Leadership, Governance and Decision Making

Unit 4: Connections to Land

This resource is recommended for primary and junior students. It can be viewed at the following link:

<http://www.fnmieao.com/students/>

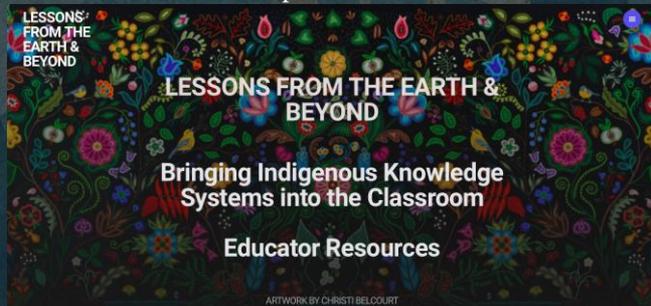
Lessons From the Earth and Beyond

This site is recommended by DPCDSB.

Curriculum connections, lesson plans and inquiry based activities are available.

The resource is recommended based on division including Primary (K- grade 3), Junior (grades 4-6) and Intermediate (grades 7-10).

This resource is available at: <http://www.lessonsfromearthandbeyond.ca>





Cross Cultural Exchange Resources

Thank you to Lydia Sunchild

YWCA Youth Travel Exchange Host Plan Example

Activities	SUNDAY April 28	MONDAY April 29	TUESDAY April 30	WEDNESDAY May 1	THURSDAY May 2	FRIDAY May 3	SATURDAY May 4
	Lydia Sunchild	Skylar Walkingbear	Quinn Mckee	Marla Standingwater	Savana Walkingbear		Everyone
AM	Toronto Arrives in Saskatoon By 9:30 AM Pick up and travel to Thunderchild	School & Community welcome TCFN Worldview Presentation By Winston Walkingbear YMCA Student meet and greet. Team building activity.	Travel to: TCFN Cultural grounds Land based Demo – Female & male teachings By Winston Walkingbear	Travel to: TCFN Cultural grounds Land based Demo – All day Preparing a traditional Cree meal By Winston Walkingbear	Dance Troupe demonstration By Young Thunder Group - Explanation of various the dances - Explanation of the drum - Traditional teachings Powwow/ Round dance Demo Young Thunder Group By Savana Walkingbear	Gym Blast with the School- will give more information as the week progresses for this.	Toronto Travels to Saskatoon 10 AM by Bus
PM	Travel to Thunderchild	Tipi Presentation By Winston Walkingbear	Land based Demo – Female & male teachings -Hike and walk through the photography trails. By Winston Walkingbear	Land based Demo – All day Traditional Story telling by Elders Please see exchange plan for detailed information	PISIM Teachings by Irene Oakes Toronto Volunteer – Create a gym blast for the school Gym Blast for the school	Blanket exercise By Irene Oakes Reflections Talking Circle Farewell from school	Drop off at Parktown - Travel to Toronto
Evening	Welcome Supper	Hand Games demonstration By Billy Wapass	Movie & game night	Optional: Sweat ceremony By Linda Harris from the Health Center	CF5 sponsored – School bus to movie in Lloydminster	PAS Round Dance – Attend 7-10pm	

YWCA Youth Travel Exchange Assignment Example

	ELA/Languages	Math	Social Studies	Arts Education	Sciences	Phys-ed
First Nation Community	<ul style="list-style-type: none"> Intro letters Ongoing correspondence. (Physical letter writing. Pen pals, one letter to each person etc.) Creative writing; document favorite tradition you want group to share/learn. Creative writing, opinion piece writing; what to expect, what kids will be like, what I will experience when I travel, what am I scared of. 	<ul style="list-style-type: none"> Experiential learning activities related to trip itinerary for relevance. Can include things like navigation on hikes, food prep, time management, scheduling of activities. 	<ul style="list-style-type: none"> Discussions on social issues. Depending on maturity level and timing, the group could share stories of aspects of their First Nations Identity/Experience. Experience daily life in Toronto; sights, walking tours, historic places i.e. Pioneer Village. 	<ul style="list-style-type: none"> Representation of experience. Art therapy during experience. Representation of culture through the eyes of a teenager. (Positive/challenges) 	<ul style="list-style-type: none"> FN Medicines in a nature walk. Sweat lodge Science of building fires and shelter. Research of various types of plant and animal wildlife specific to areas. 	<ul style="list-style-type: none"> Co-operative games Traditional sports. Modern sports Local games played or invented by Nation
Non-First Nation Community	<ul style="list-style-type: none"> Intro letters Ongoing correspondence. (Physical letter writing. Pen pals, one letter to each person etc.) Creative writing; document favorite tradition you want group to share/learn. Creative writing, opinion piece writing; what to expect, what kids will be like, what I will experience when I travel, what am I scared of. 	<ul style="list-style-type: none"> Experiential learning activities related to trip itinerary for relevance. Can include things like travel time on TTC, shopping for groceries for dorm, meal prep at the school. 	<ul style="list-style-type: none"> Discussions on social issues. Depending on maturity level and timing, the group could share stories on Non-Indigenous experience and awareness. 	<ul style="list-style-type: none"> Representation of experience. Art therapy during experience. Collaborative mural painting Representation of culture/traditional teachings through the eyes of a teenager. (Positive/challenges) 	<ul style="list-style-type: none"> Nature hike, science of area. (content of soil, local creeks, water ways) Physical Land-based learning 	<ul style="list-style-type: none"> Co-operative games. Field trips to access things that may not be available in Saskatchewan; <u>skyzone</u>, sports plex, rental of sports fields. Ice skating Experiential learning exercises in food and nutrition. i.e; cooking challenges, taking turns making meals for group.

YWCA Youth Exchange: Local Articles

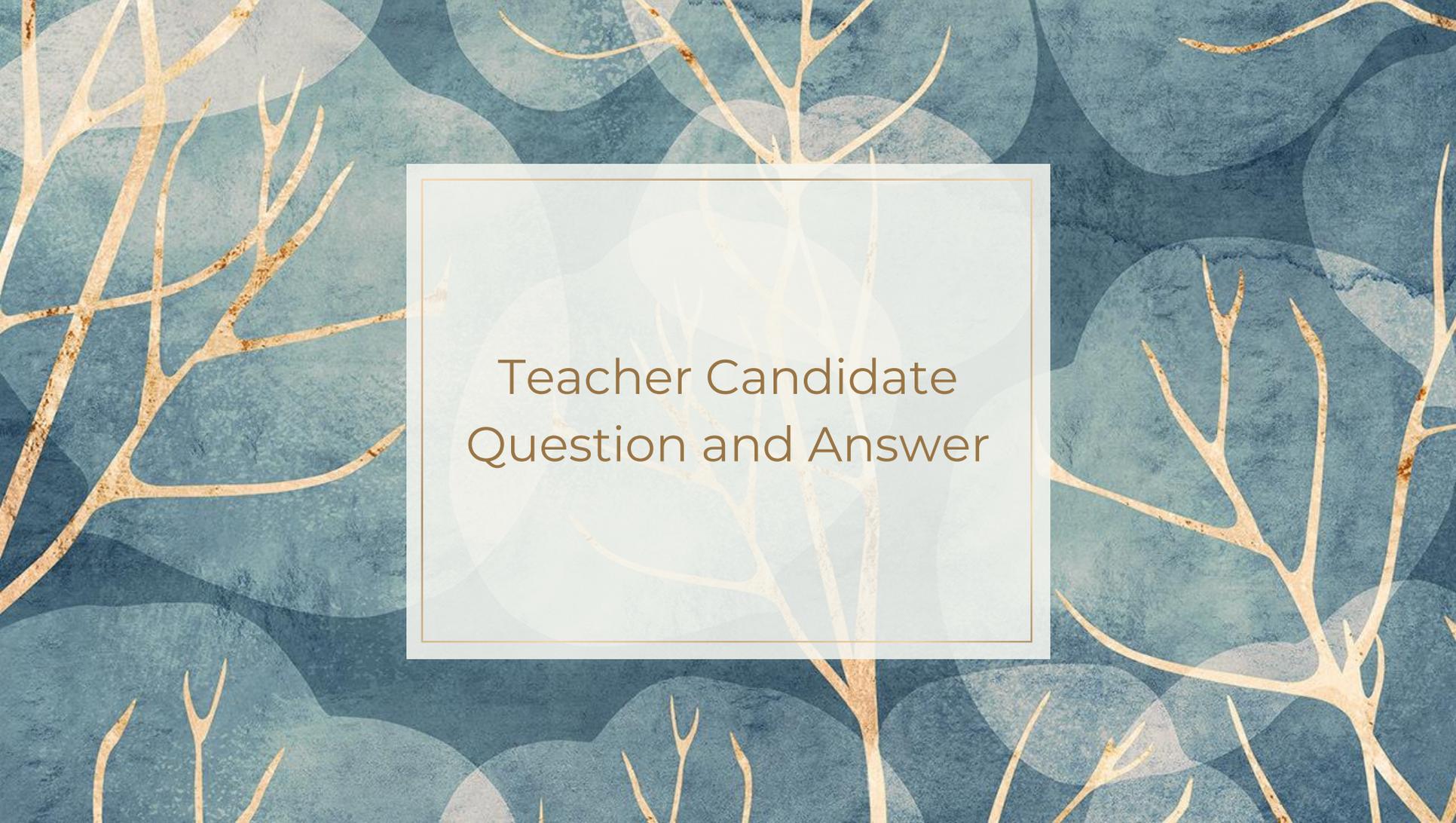
Eagle Feather News, “[Urban, Indigenous worldviews shared during student exchange program.](#)”

EdCan Network, “[Connecting Through Cultural Exchange: Voice of Experience.](#)”

Meadow Lake Now, “[Students from Thunderchild F.N. ‘experience history’ in Toronto.](#)”

Meadow Lake Now, “[Thunderchild F.N., Toronto schools prepare for exchange program.](#)”

Meadow Lake Now, “[Thunderchild F.N. says farewell to Toronto visitors with a round dance.](#)”

The background is a watercolor-style illustration. It features several overlapping, semi-transparent circles in various shades of blue, ranging from a deep navy to a lighter, muted teal. Superimposed on these circles are thin, branching lines in a golden-brown or light tan color, resembling bare tree branches or coral. The overall effect is a textured, artistic pattern.

Teacher Candidate
Question and Answer

What is the Indian Act?

- ❑ According to the Canadian Encyclopedia:
 - ❑ The Indian Act was enacted in 1876 and was meant to eliminate First Nations culture and impose a Euro-Canadian society (Henderson, 2006).
 - ❑ Numerous amendments have been made to the Indian Act over years, with the most recent occurring in 2017 (Henderson, 2016).

What is UNDRIP?

- ❑ UNDRIP is the United Nations Declaration on the Rights of Indigenous Peoples and has been endorsed in Canada since 2016 (Government of Canada, 2020).
- ❑ This provides a guide towards reconciliation (Government of Canada, 2020).
- ❑ The United Nations and Indigenous Peoples from around the world have been collaborating on this document for over 25 years (Government of Canada, 2020).
- ❑ Canadian Indigenous Leaders played a large role in developing this document (Government of Canada, 2020).

What is the National Centre for Truth and Reconciliation?

- ❑ The TRC began following the closure of all residential schools to bring awareness and begin the process of reconciliation with former students, their families, communities and Canadians as a nation (Government of Canada, 2020).
- ❑ The TRC closed in 2015 following the publication of a 6 volume report (Government of Canada, 2020).
- ❑ The work of the TRC is still continued today through the [National Centre for Truth and Reconciliation](#) (University of Manitoba, 2020).

What educational resources are available to me as a teacher?

- ❑ There are numerous FNMI resources available online, including:
 - ❑ ETFO's First Nation, Métis and Inuit website
 - ❑ Notable Mention: ETFO's Growth Chart Poster
 - ❑ First Nation Métis and Inuit Education Association of Ontario
 - ❑ Notable Mention: Four unit PDF's with activities within
 - ❑ OTF Indigenous Education Links
 - ❑ Notable Mention: List of online links to various online resources

Citations

- ETFO FNMI. (2020). *First Nation, Métis and Inuit Education*. Retrieved from <https://enfafnmi.ca>
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