Teaching Native Studies: Nipissing University

1. CONVERSATION CIRCLE

2. WRITTEN FEEDBACK

3. PICTORIAL REPRESENTATION

AQ courses related to Native Studies
Nipissing University

What do teachers need to **DO**?

- **COMMUNITY IMMERSION**
- **TEACH FROM THE ABORIGINAL PERSPECTIVE**
- **SHARE AND BUILD KNOWLEDGE WITH OTHER TEACHERS**
- **CRITICALLY ANALYZE WHAT THEY TEACH TO WEED OUT BIAS, COLONIAL UNDERPINNINGS**
- **COMMUNICATE WITH/UTILIZE ELDERS AND THEIR KNOWLEDGE**

Aboriginal Studies
Nipissing University

What do teachers need to **BE**?

- COMMITTED TO STUDENTS AND THE PROFESSION
- SELF-AWARE OF THEIR OWN HISTORIES AND WHO THEY ARE
- OPEN-MINDED AND UNBIASED; HOLD BACK PERSONAL OPINIONS
- RECIPROCAL LEARNERS WITH STUDENTS AND THE COMMUNITY

Aboriginal Studies
What do teachers need to **UNDERSTAND**?

**ISSUES AND LESSONS THEY TEACH FROM THE ABORIGINAL PERSPECTIVE**

**INDIVIDUAL COMMUNITY CULTURES AND TRADITIONS**

**THE NECESSARY HEALING PROCESS AND WHAT ITS IMPACT IS**
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COURSE CONTENT

TEACH THE VARIOUS ASPECTS OF THE ABORIGINAL PERSPECTIVE

HIGH CONTENT LEVEL OF HISTORY AND SOCIAL ISSUES

TEACH MODERN ABORIGINAL ISSUES ALONG WITH HISTORICAL ONES

USE FIRST NATIONS’ RESOURCES, UPDATED, NON-BIASED/COLONIAL, AND NON-TRADITIONALLY EDUCATIONAL

Aboriginal Studies
COURSE DELIVERY

PRE-SERVICE AND MANDATORY FOR BASIC TEACHER TRAINING

PRACTICAL, HANDS-ON, TAKES PLACE WITHIN THE COMMUNITY

NOT ONLINE BUT PHYSICALLY PRESENT: “LEARNING IS A CEREMONY”

Nipissing University

Aboriginal Studies
**ADDRESSING STRUCTURAL GAPS FOR ABORIGINAL EDUCATORS:**

**HIRING TEACHERS**

<table>
<thead>
<tr>
<th>Identify Accreditation Barriers</th>
<th>In hiring, look at life experience along with educational attainment</th>
<th>Give each member a chance to contribute to the community through education</th>
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<tbody>
<tr>
<td>Aboriginal representation necessary on advisory committees</td>
<td>Anti-discrimination policies—native teachers are not hired by school boards</td>
<td>Include elders in the hiring process</td>
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Aboriginal Studies
ADDRESSING STRUCTURAL GAPS FOR ABORIGINAL EDUCATORS: FUNDING

Too much “Flavor of the Day” funding

Permanent, core funding is needed in re-establishing trust
ADDRESSING STRUCTURAL GAPS FOR ABORIGINAL EDUCATORS: OCT ACTIONS

THE OCT NEEDS TO BE MORE PROACTIVE IN INCLUSION

Flexible work arrangements to allow Native staff to continue their involvement in their communities

Targeted hiring to encourage greater employment opportunities for native people.

Disciplinary cases involving Aboriginal people need to have an Elder on the panel to guide and inform thinking and decision making

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Written Feedback

Written feedback received reinforced several key points made:

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<th>Point</th>
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<tr>
<td>Different cultures between and among Aboriginal communities</td>
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<td>Importance of Aboriginal teachers being included and carrying out the</td>
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<tr>
<td>actual ceremonies and traditions</td>
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<tr>
<td>Significance of learning about history regarding culture and social</td>
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<tr>
<td>issues—made to be mandatory.</td>
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<tr>
<td>Recognition of bias and assimilative practices is vital as it still</td>
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<tr>
<td>occurs</td>
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<td>Greater teacher training for Aboriginal peoples</td>
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It also unearthed several other important insights:

<table>
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<th>Insight</th>
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<td>Important to include all Aboriginal peoples, which the term “native”</td>
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<tr>
<td>does not.</td>
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<tr>
<td>Use particular and specific resources and ways of thinking related to</td>
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<tr>
<td>Aboriginal values</td>
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<tr>
<td>Concept of parent engagement and involvement is difficult but important</td>
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Graphical Representations

Teaching Process

Native Studies subjects
INCORPORATING THE WISDOM OF ELDERS