USING TEACHINGS FROM THE LAND AND INDIGENOUS PEOPLE TO SHAPE TOMORROW’S LEADERS

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Overview of Project - what

- 75 hour alternative practicum placement for Teacher Candidates in the School of Education at Trent University
Overview of Project - how

- Teacher Candidates experience land-based activities informed by Anishinaabe traditional ecological knowledge
Overview of Project - where

- Burleigh Falls on Lovesick Lake
Motivation for Project

- Teacher Candidate inquiries
Motivation for Project

- Gap in knowledge
Motivation for Project

- Ministry of Education priorities
- The “Ontario First Nation, Métis, and Inuit Education Policy Framework”
- “Shaping Our Schools, Shaping Our Future”
Motivation for Project

- Opportunity to provide an in-depth learning experience
Aboriginal worldview is a reflection of the natural world
Why a Land-Based Project

- Global need for all students to learn about the state of the planet
Short Term Goals

- Teacher Candidates personally develop/foster a connection to the environment
Short Term Goals

- Teacher Candidates gain an awareness of the Anishinaabe culture
Long Term Goals

- Work toward instilling an environmental consciousness in their students
Long Term Goals

- Create culturally respectful and inclusive learning spaces in their classrooms
Program Components

- Environmental, outdoor education
- Anishinaabe culture
- Inclusionary (ecological, Aboriginal) teaching practice
Environmental/Outdoor Education

- Experiential, land-based activities
- Personal learning and connection to the environment
Environmental/Outdoor Education

- Medicine walk
Environmental/Outdoor Education

- fishing
Environmental/Outdoor Education

- tracking
Environmental/Outdoor Education

- harvesting
Environmental/Outdoor Education

- Open fire cooking
Environmental/Outdoor Education

- canoeing
Environmental/Outdoor Education

- Shelter building
Environmental/Outdoor Education

- solo
Environmental/Outdoor Education

- Observation and survival skills
Environmental/Outdoor Education

- Daily reflection
Anishinaabe Culture

- Traditional teachings
Anishinaabe Culture

- ceremonies
Anishinaabe Culture

- Elders and invited speakers
Anishinaabe Culture

- Traditional land-based practices
Anishinaabe Culture

- Creation story
Stories or teachings about the environment and Anishinaabe worldview
Anishinaabe Culture

- Daily morning circle
Anishinaabe Culture

- Sharing circles
Anishinaabe Culture

- Eating collectively
Anishinaabe Culture

- Field trips (Petroglyphs, Serpent Mounds, powwow)
Inclusionary Teaching Practice

- Designing and implementing Aboriginal and ecologically relevant curriculum to a local public school
School Activities

- Seven Wonders of Our World
School Activities

- Drumming and dancing
School Activities

- Nanaboozhoo stories
School Activities

- Camera People
Data Gathering Regarding Outcomes

- Pre- and post-evaluation
- Daily reflections
- Exit questionnaire
- Feedback from the host school
Teacher Candidates immensely enjoyed the placement
Outcomes

- Valued as a learning experience
Outcomes

- Connections were made on multiple levels
Outcomes

- Feel better prepared to teach about Aboriginal people and teach Aboriginal children
Outcomes

- Enjoyable and valuable learning for public school students
Connections

- Within themselves
Connections

- With the land/environment
Connections

- Within the teaching and learning group
Connections

- With their teaching practice
Connections

- With the Anishinaabe culture
Miigwech (thank you)

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