

**The burden of history:**

**Should Indigenous students  
have their own  
school and curriculum ?**



school and curriculum ;  
have their own  
should Indigenous students

the burden of history:

Introduction

Historical  
Background

Law &  
Statistics

Yes !

No !

Concluding  
Remarks

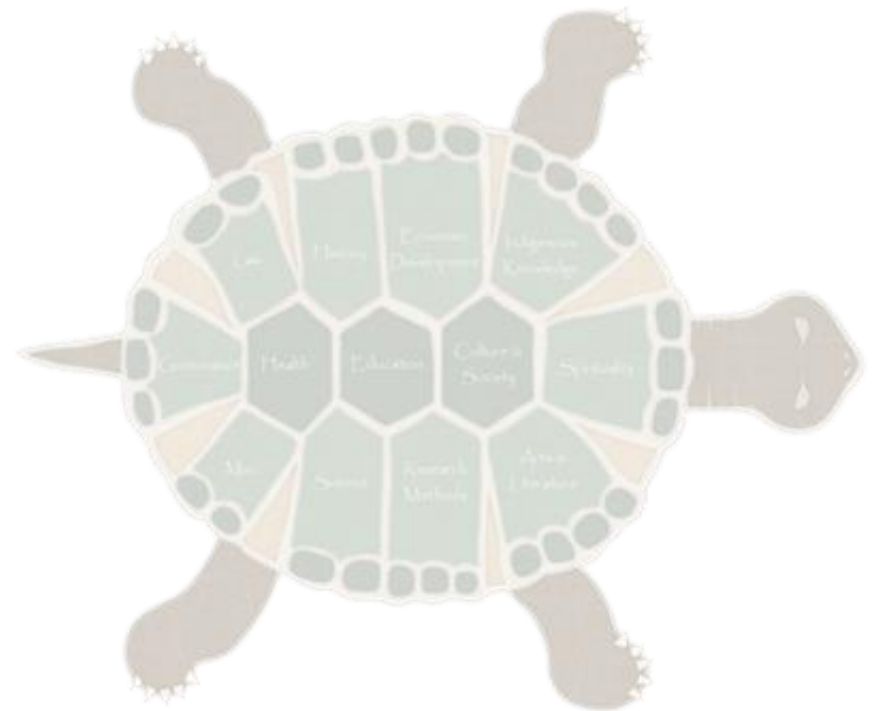
Classroom  
Resources



“Native Youth Are More Than Statistics”

# Land Acknowledgement

We [I] would like to begin by acknowledging that the land on which we gather is the traditional unceded territory of the Algonquin Anishinaabe People.

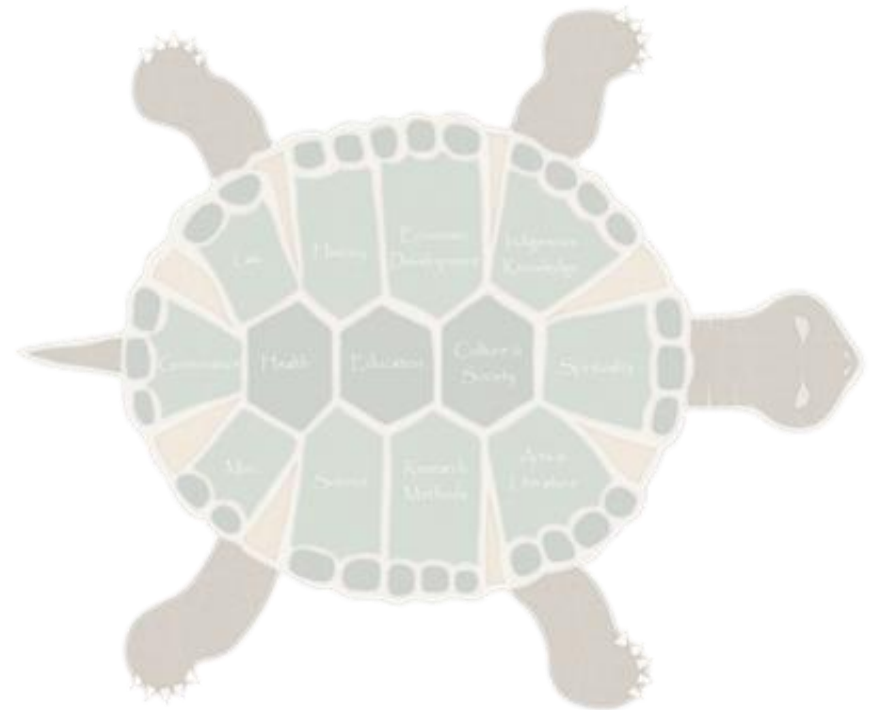




# Disclaimer



Decisions about Indigenous  
Education should be made by  
Indigenous people of Canada.



## Key Terms for Understanding

**Cultural continuity:** Based off the idea of self-continuity, cultural continuity is the idea that one may see their cultural as persisting over time. Someone with either a low self-continuity or low cultural continuity are at risk for negative behaviour because they they lose future commitments to well-being and self-care. (Chandler & Lalonde, 1998)

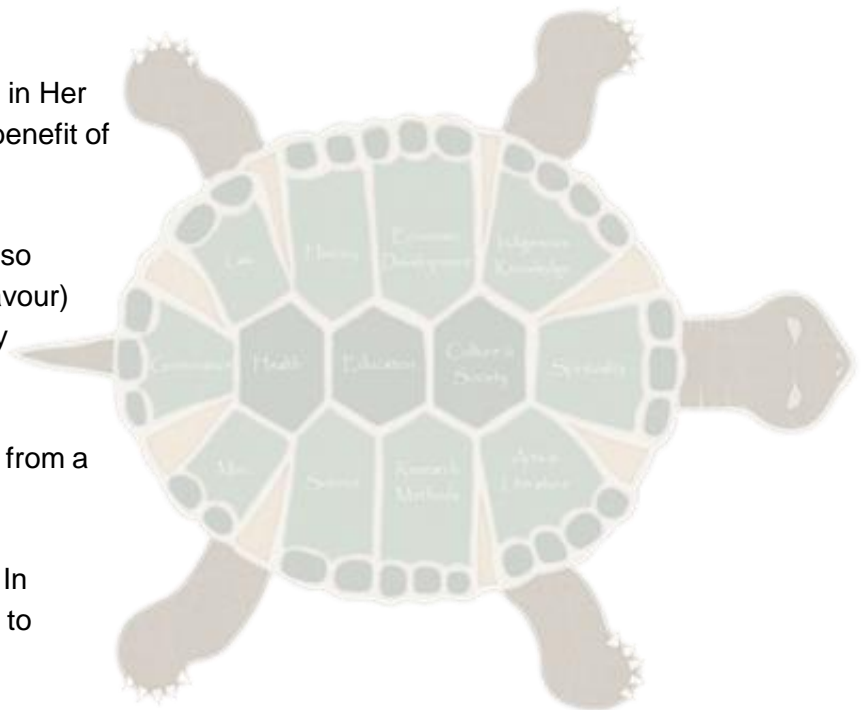
**Band:** Body of Indians (Indian Act, 1985)

**Reserves:** Means a tract of land, the legal title to which is vested in Her Majesty, that has been set apart by Her Majesty for the use and benefit of a band. (Indian Act, 1985)

**Indigenous People of Canada:** Indigenous people in Canada, also known as Aboriginal Canadians ( a term which is falling into disfavour) are the Indigenous people within the boundaries of Canada. They comprise the First Nations, Inuit and Metis. (Todorova, M., 2016)

**Brain Drain:** the emigration of highly trained or intelligent people from a particular location.

**R.O.C.** This is a colloquial term that stands for “Rest of Canada”. In talking about Indigenous statistics, they will be shared in contrast to “R.O.C.” statistics.





Education is a fundamental human right.





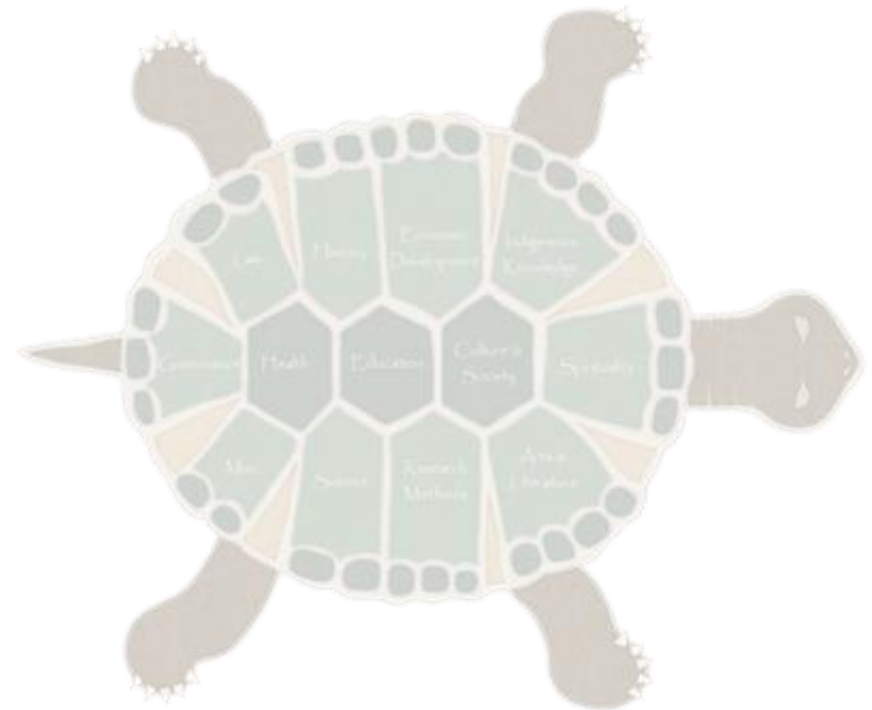
In class activity:

<https://native-land.ca>

## Why acknowledge land?

Territory acknowledgement is a way that people insert an awareness of Indigenous presence and land rights in everyday life. This is often done at the beginning of ceremonies, lectures, or any public event. It can be a subtle way to recognize the history of colonialism and a need for change in settler colonial societies.

[native-land.ca](https://native-land.ca)





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# Historical Background



# Historical Background

- Residential Schools
  - As early as 1620
  - Goals
    - Assimilation to European culture
    - Family separation
    - Religious conversion
  - Affected 150,000 Indigenous children
  - Over 130 residential schools until 1970
  - Architecture = Genocidal
    - Resembled industrial schools and work focused on vocational labour
    - Parallel to concentration camps
  - Gender segregation



xxx

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CANADA

MANITOBA

QUÉBEC

ONTARIO

USA

Guy Hill, The Pas  
MacKay, The Pas

Norway House

Pine Creek, Camperville

Waterhen

Lake St. Martin, Fisher River

MacKay, Dauphin

Sandy Bay

Fort Alexander

Sioux Lookout

St. Paul's

Cecilia Jeffrey, Kenora

Kenora, McIntosh, St. Mary's

Birtle  
Brandon

Portage la Prairie

Cross Lake

Fort Frances

St. Joseph's,  
Fort William (Thunder Bay)

Saint John's,  
Chapleau

St. Boniface  
Assiniboia,  
Winnipeg

Shingwauk/Wawanosh, Sault Ste. Marie  
Spanish

Wikwemikong, Manitowaning

Alnwick, Alderville

Mohawk  
Institute,  
Brantford

Mount Elgin, Muncey





ANNÉES DU SIÈCLE  
YEARS OF PRESENT  
CENTURY

SIÈCLES APRÈS J.-C.  
CENTURIES AFTER CHRIST

LES HÉRÉSIES  
THE HERESIES

LUTHER

MAHOMET

DOMINIQUE

ARIUS

DÉCOUVERTE  
DISCOVERY

DE L'AMÉRIQUE  
OF AMERICA

NOUVEAU TESTAMENT  
NEW TESTAMENT

7 COMMANDMENTS OF THE CHURCH  
7 COMMANDMENTS OF THE CHURCH

NOUVELLE LOI  
NEW LAW

PARESSE  
SLOTH

COLÈRE  
ANGER

GOURMANDISE

GOURMANDISE

PLAN OF  
INDIAN BOARDING SCHOOL  
FOR DEPT. OF INDIAN AFFAIRS, OTTAWA.  
SCALE 8 FEET TO 1 INCH.

*Chapleau Bdy School*

*Ross M. Caplewick*  
Architect  
Dept. of Indian Affairs.

*Duncan Chilton*  
Deputy Superintendent General  
Dept. of Indian Affairs.

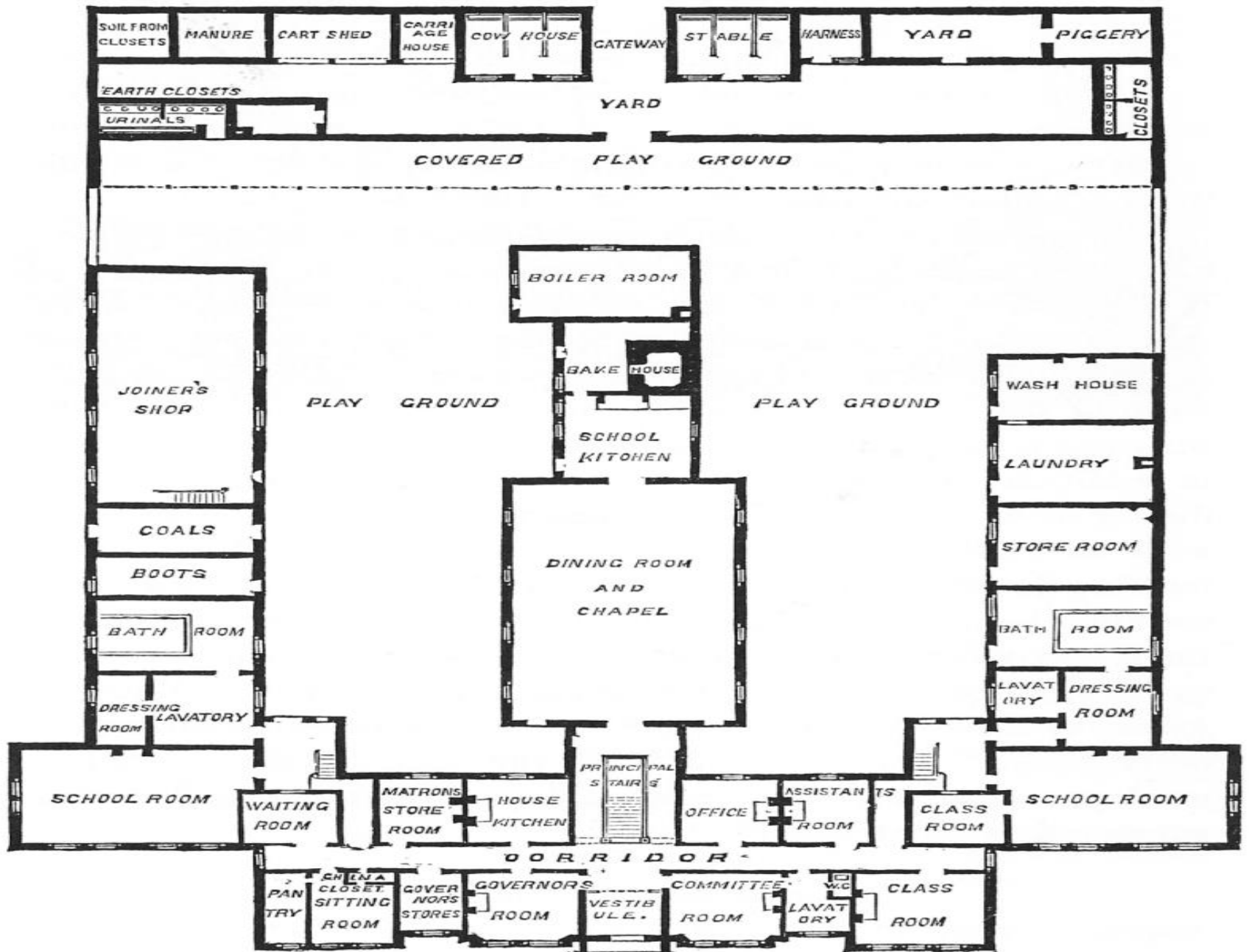


• FRONT ELEVATION •

*428*

*E. Guernsey Dr., Architect.  
Dept. of Indian Affairs.  
Ottawa.*





Plan of Ground Floor.

SCALE OF  $\times$   $\vee$   $0$   $\times$   $XX$   $XXX$   $XL$   $L$   $LX$   $LXX$  FEET

# Historical Background

- Contemporary Indigenous Education
  - Post WWII
  - Indigenous leaders' want legislation to protect their rights to self-determination
  - Indian Education Act of 1972
  - Indian Self-Determination and Education Assistance Act of 1975
  - Leads to new era of Indigenous education
  - Revitalizes Indigenous languages and cultures through the schools



# Historical Background

- Magdalena Milosz: Anecdote
  - What are your thoughts after reading Milosz' narrative?
  - In what way is the bird symbolic?
  - How can this narrative relate to other events / periods throughout history?
  - What should be done with previous residential schools?
  - How do you feel as teacher candidates in the Bachelor of Education program at uOttawa, in consideration of the fact that the B.Ed program was historically a training ground for residential school teachers?

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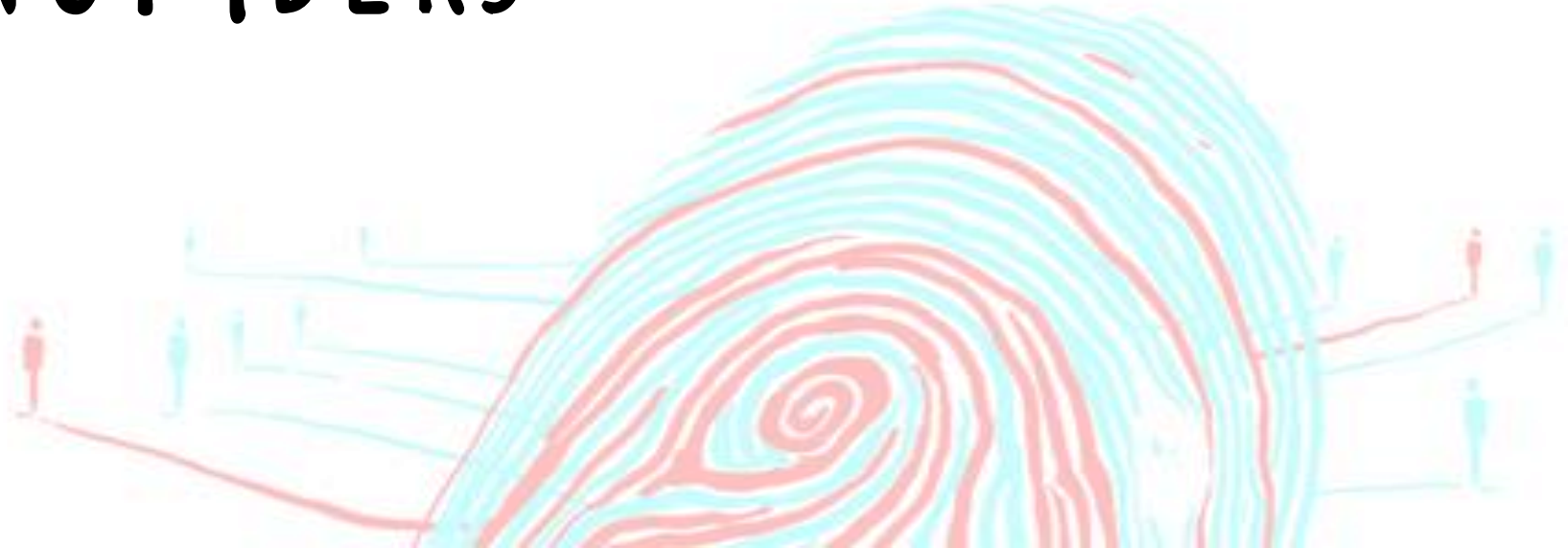
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# LET'S TALK NUMBERS

The Kahoot! logo is a dark purple rectangle with a white triangle pointing to the left. The word "Kahoot!" is written in white, bold, sans-serif font inside the rectangle.

**Kahoot!**



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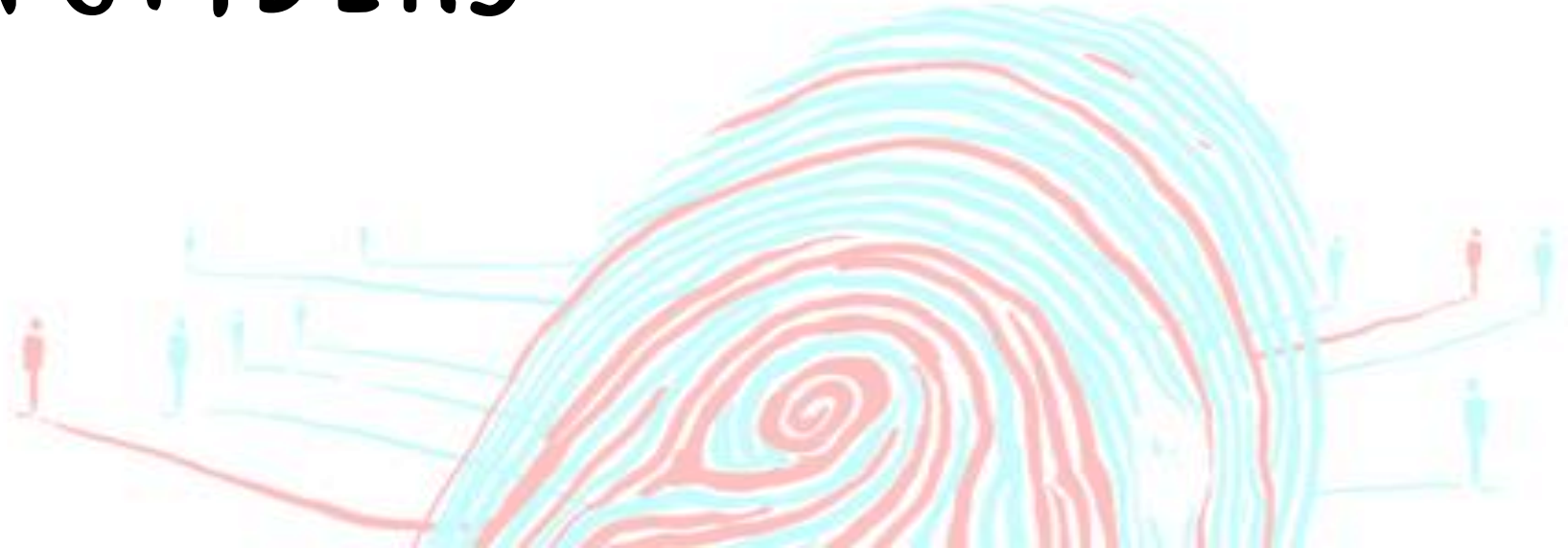
Yes !

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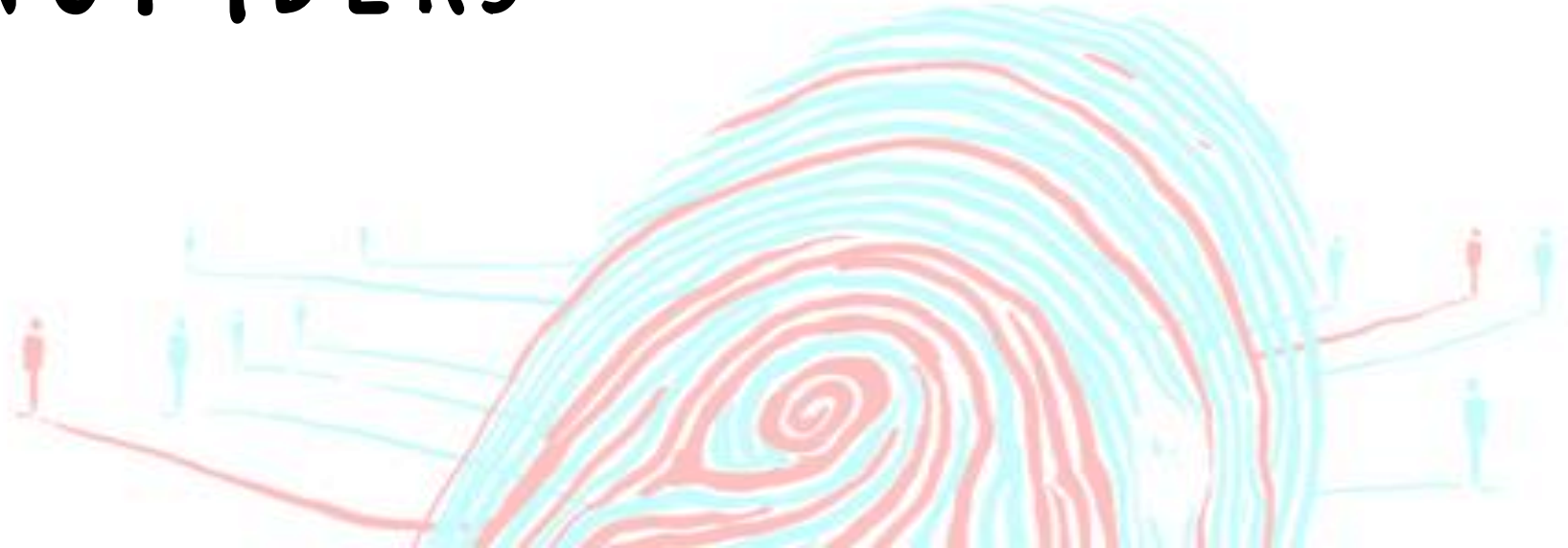
Classroom  
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# LET'S TALK NUMBERS



# LET'S TALK NUMBERS

- British North American Act (1867)
- Indian Act (1876)

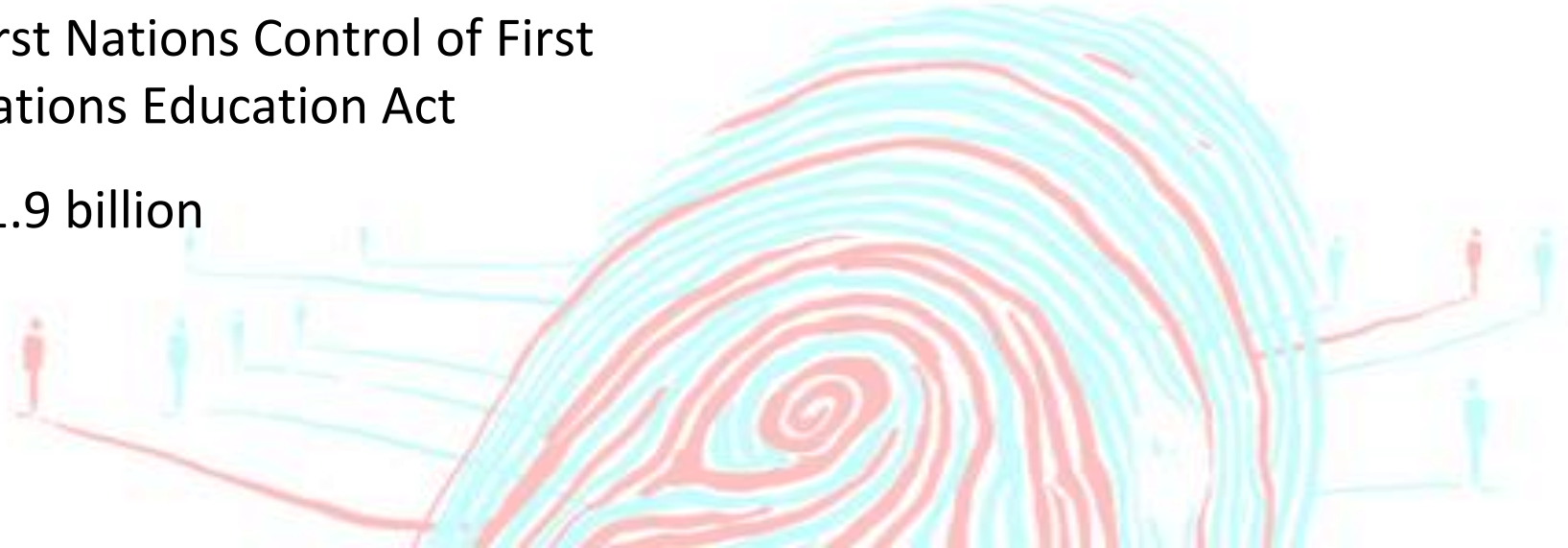




# BILL C-33



- First Nations Control of First Nations Education Act
- \$1.9 billion



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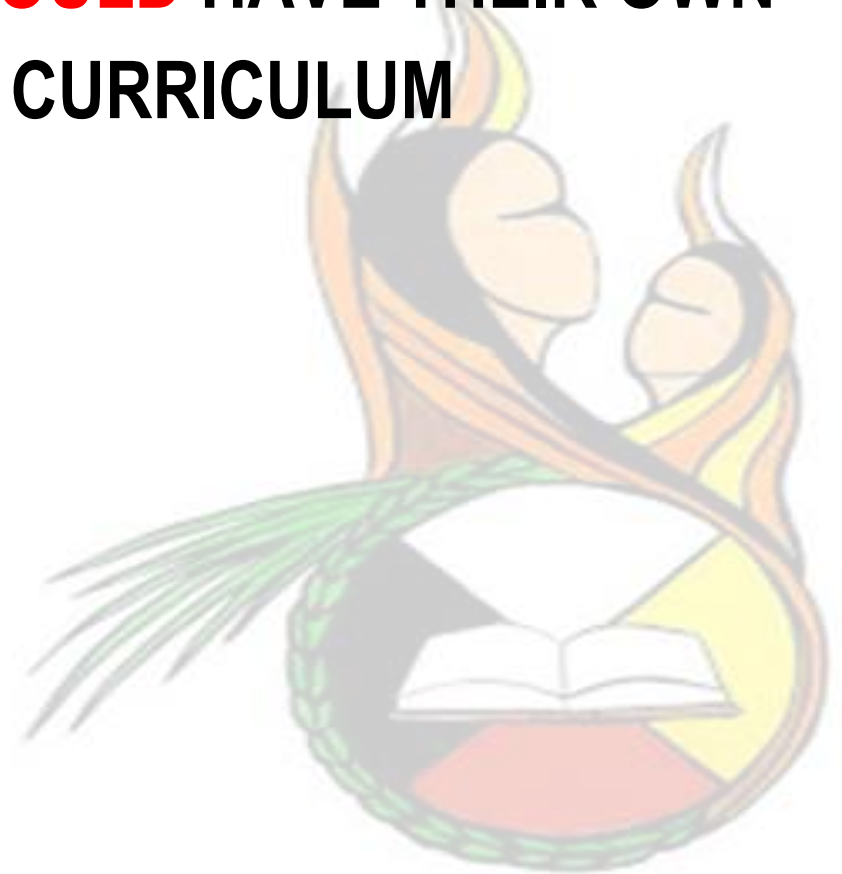
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No !

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# INDIGENOUS PEOPLE **SHOULD** HAVE THEIR OWN SCHOOLS AND CURRICULUM



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# TRADITIONAL DELIVERY OF EDUCATION

DEMONSTRATION

GROUP SOCIALIZATION

CULTURAL RITUALS

SPIRITUAL RITUALS

SKILL DEVELOPMENT

ORAL TEACHINGS

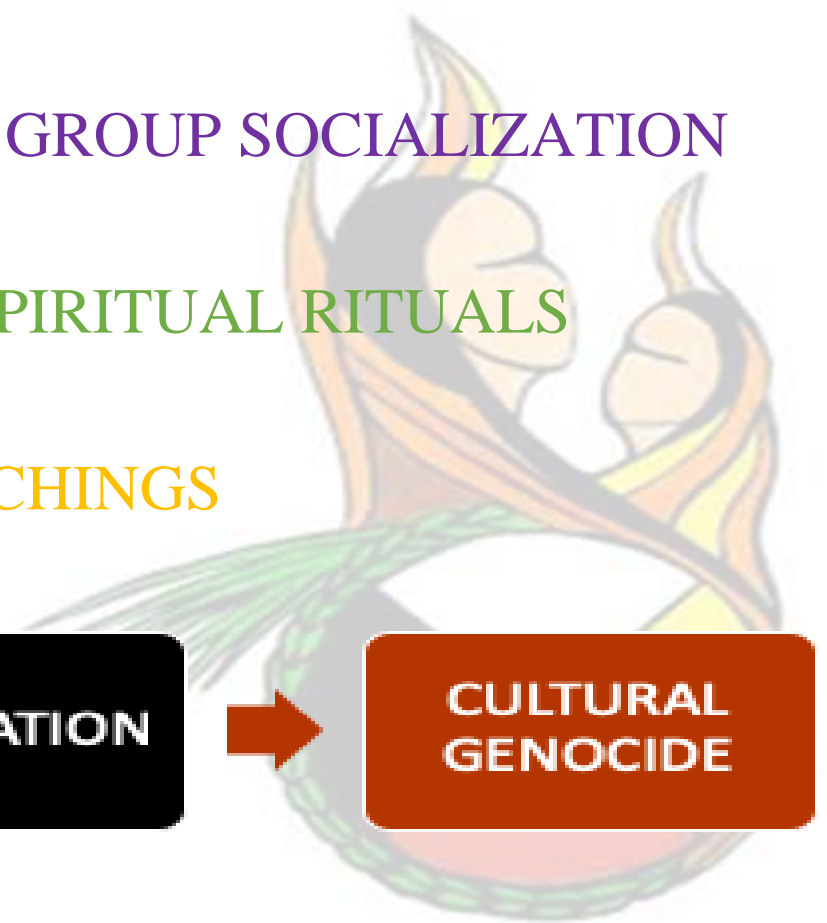
**CAPITALISM**



**ASSIMILATION**



**CULTURAL  
GENOCIDE**



# COMMUNITY-BASED EDUCATION



Social action within the community that extends beyond the institution of school and allows community members to become **self-oriented participants** in the creation of the learning environment that the school offers.

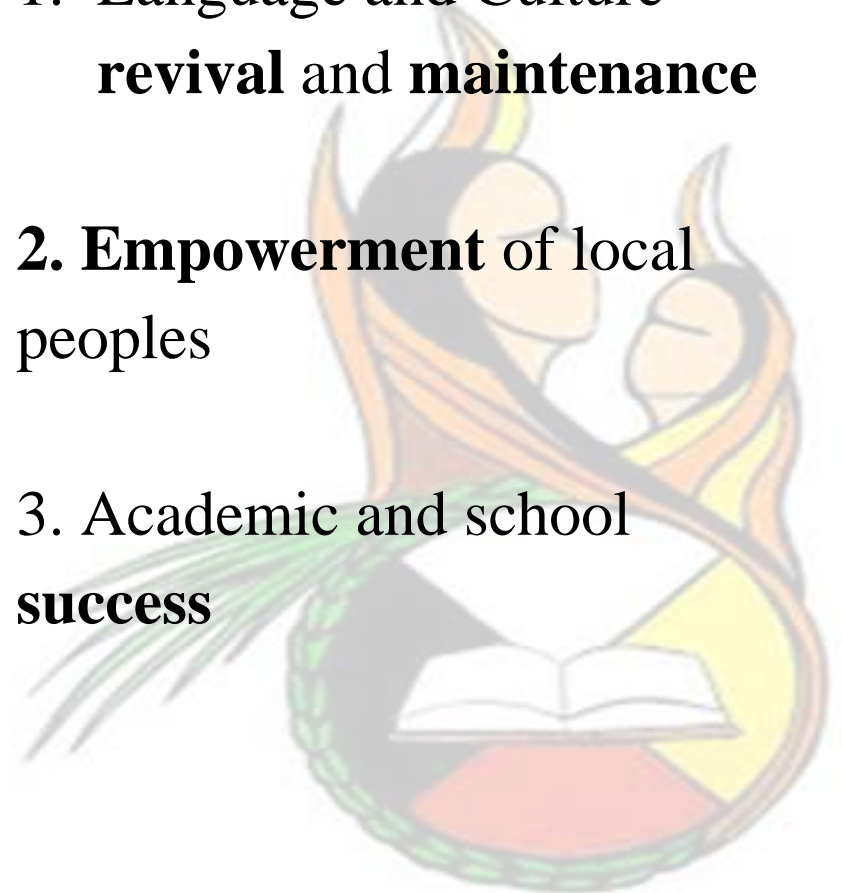
# PROS



1. Language and Culture  
**revival and maintenance**

2. **Empowerment** of local  
peoples

3. Academic and school  
**success**





# CASE STUDY:

## Rough Rock Demonstration School

### Location and People:

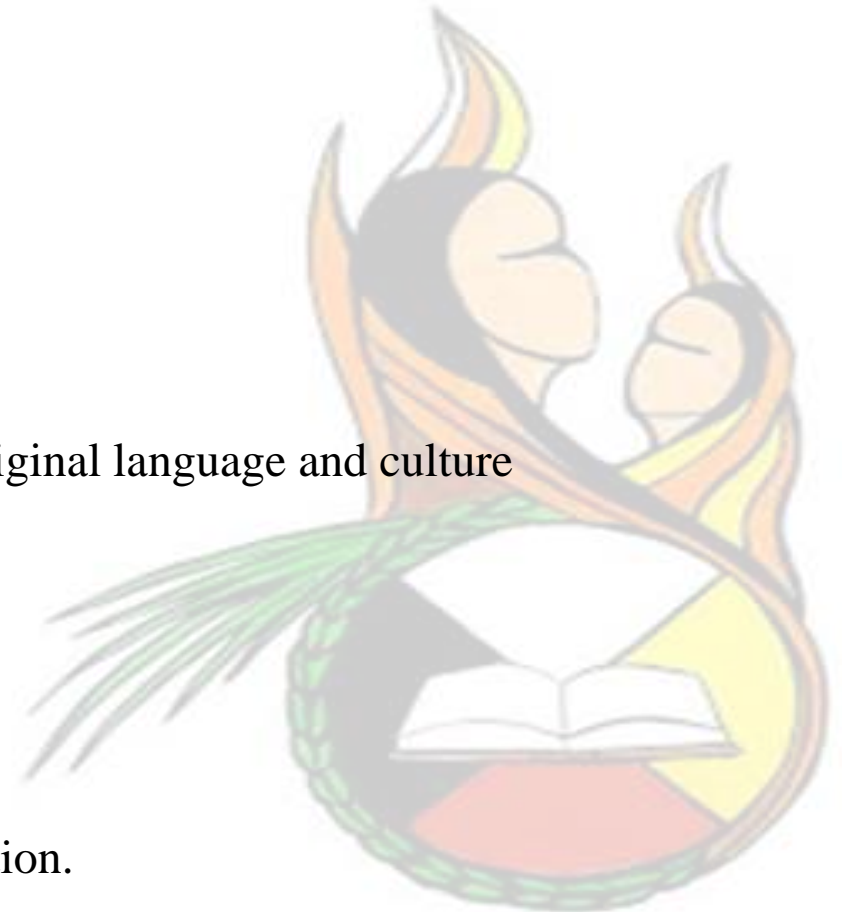
- Chinle, Arizona
- Navajo People

### Strategy:

- Own locally elected board
- Incorporate a systematic use of the aboriginal language and culture

### Successes:

- Higher retention rates
- Higher levels of cultural maintenance
- Promotion of bicultural competence
- More community involvement in education.



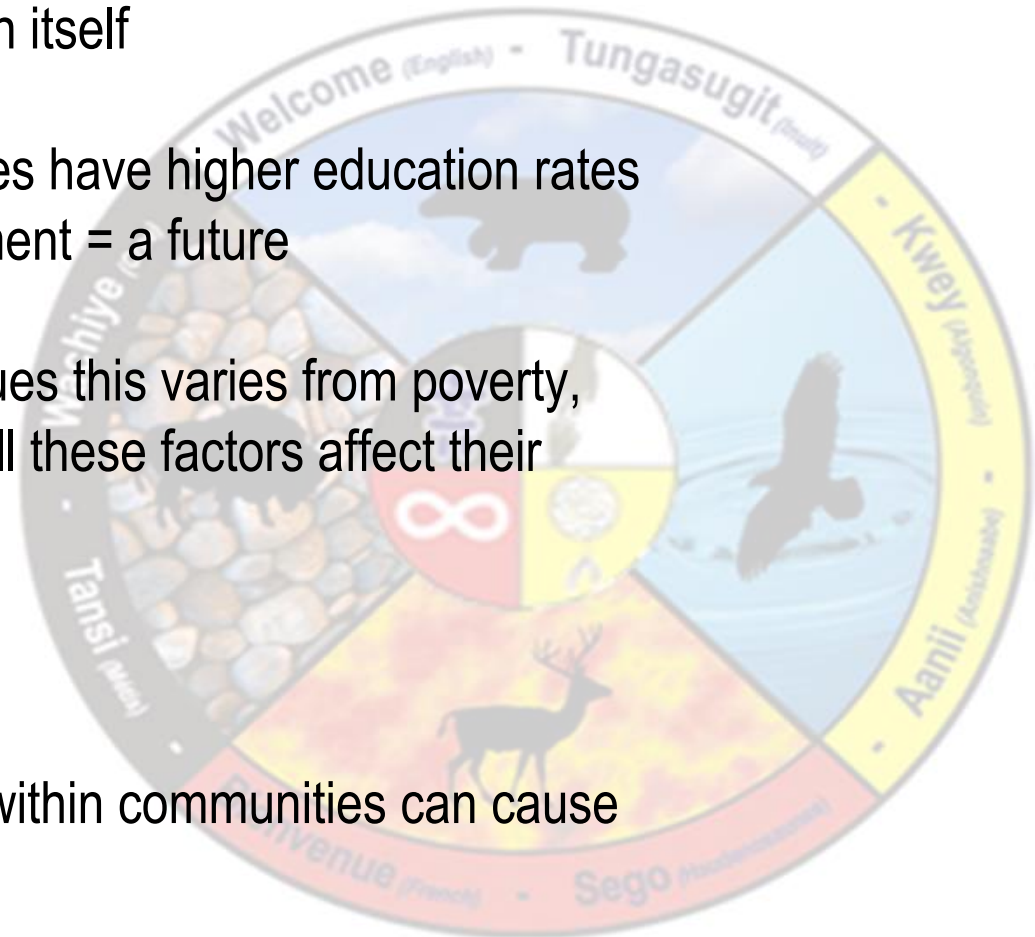
## So...

- Diversity in education is important
- Societal barriers still exist
- Strategic educational reform → Community-based education
- Revival of Indigenous language and culture, academic success



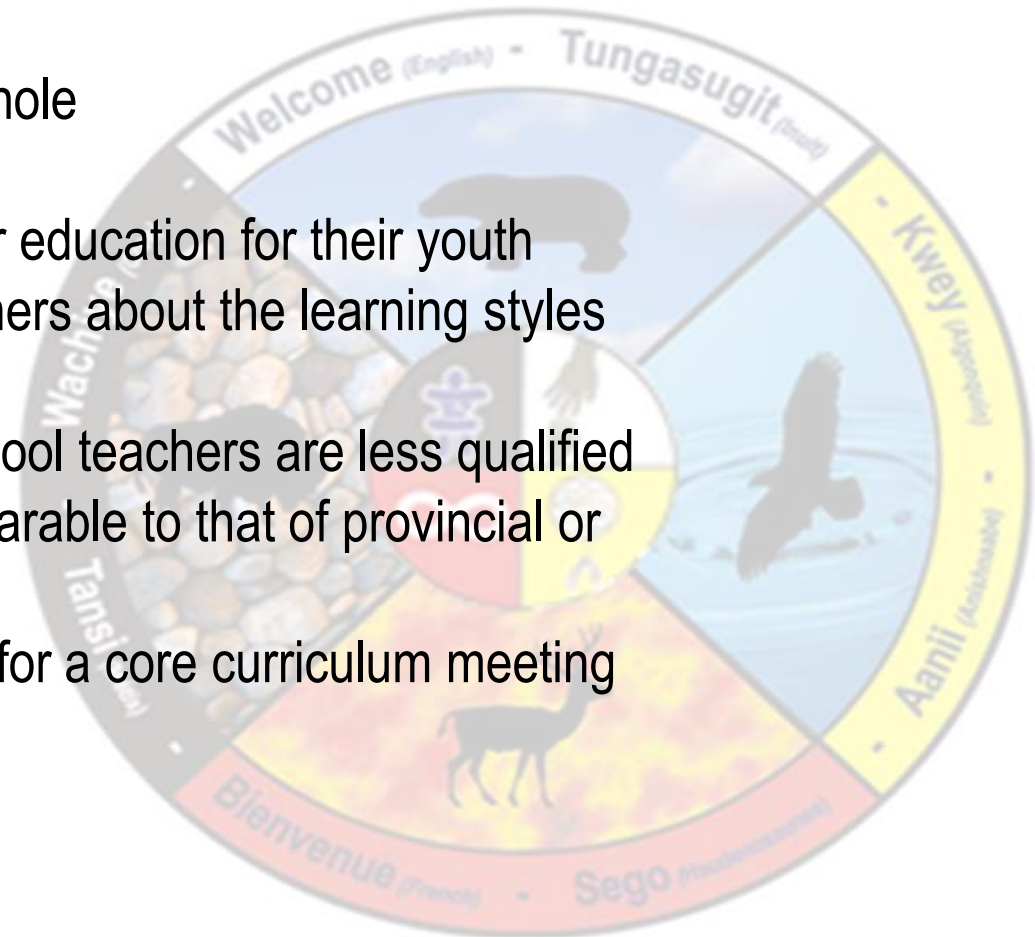
## Community Issues

- Transferring the control over to Indigenous communities can cause the system to backfire on itself
- Location, Location, Location
  - Communities closer to cities have higher education rates
  - Better economic development = a future
- Many face socio-economic issues this varies from poverty, housing, nutrition, health etc. all these factors affect their ability to learn
- The “Brain Drain” affect
- The placement of the schools within communities can cause issues



## Education Gap

- 2011 study showed that the graduation rate for First Nations on reserves is 35%
  - Comparing to 78% as a whole
- Some communities do not offer education for their youth
- The lack of awareness of teachers about the learning styles of Indigenous
- reports indicate on-reserve school teachers are less qualified and the curriculum is not comparable to that of provincial or even off-reserve
- there is no legislated mandate for a core curriculum meeting provincial standards



## Financial Issues

- BOFF- Band Operating Funding Formula agreement with the AANDC and the First Nations Bands
  - how much each jurisdictions receive for funding
    - **First Nation Elementary and Secondary Education: Funding Breakdown per FTE Student (2011-2012)\*<sup>26</sup>**

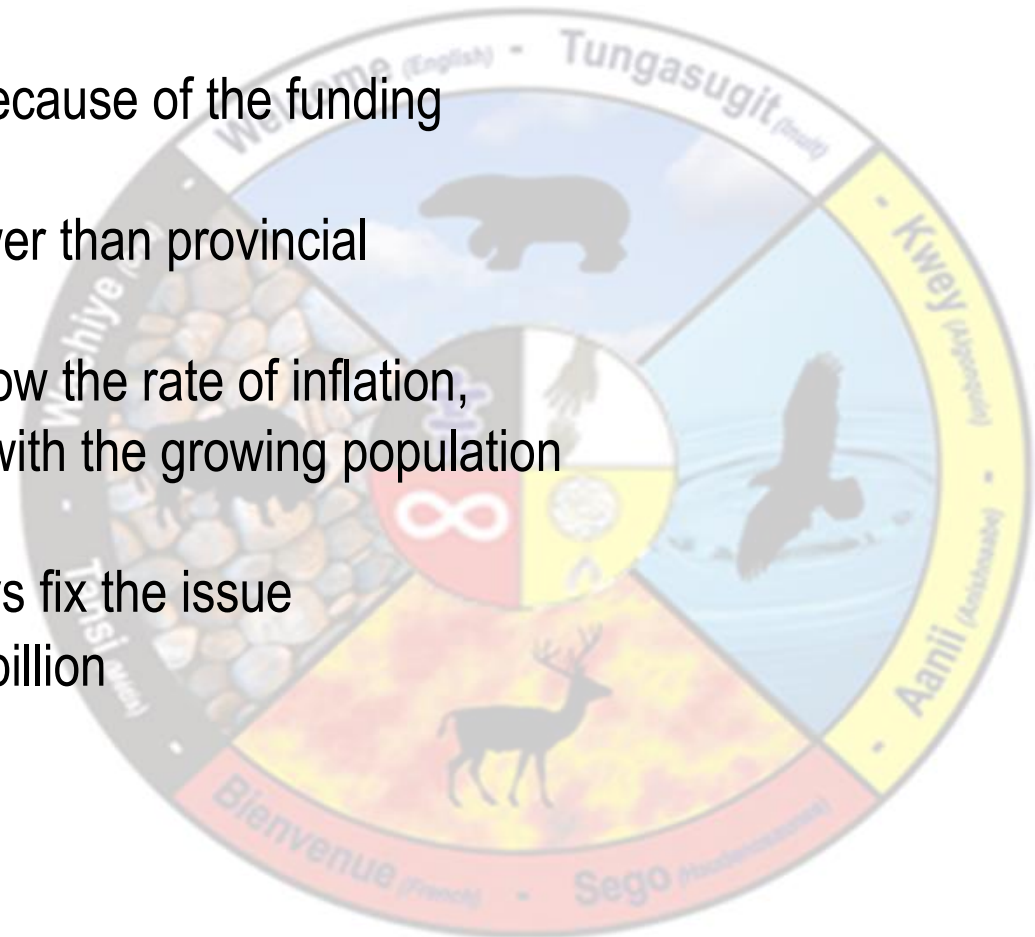
	BC	AB	SK	MB	ON	QC	Atlantic	National
<b>(A) Total Elementary/Secondary Expenditures</b>	197.5	229.8	234.5	271.7	286.5	241.5	93.1	1,554.6
(in millions of dollars)								
<b>(B) Total of Full-Time Equivalent (FTE) students</b>	13,618	15,922	18,666	21,114	19,520	15,661	6,098	110,597
<b>Per Student Elementary/Secondary Expenditures (A ÷ B)</b>	\$14,503	\$14,433	\$12,563	\$12,868	\$14,677	\$15,420	\$15,267	\$14,056

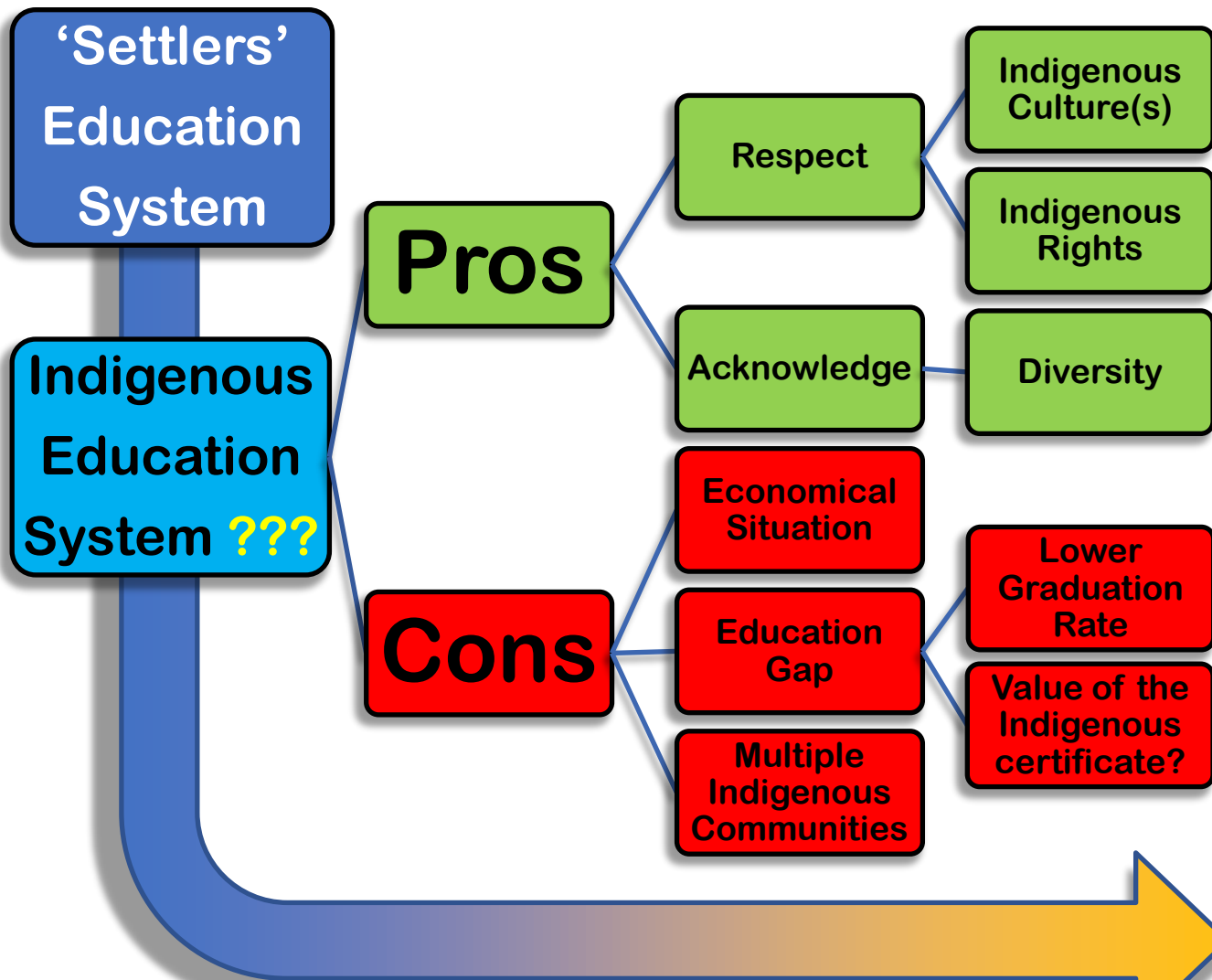
- \*NOTE: Figures may not add up due to rounding. | Per-student elementary/secondary expenditures do not include



## Financial Issues

- Reserve schools are funded Federal while the other schools are funded provincial
  - The need to cut corners because of the funding
- Federal Funding is 20-50% lower than provincial
- Capped program spending below the rate of inflation, resulting in unable to keep up with the growing population
- Sometimes money can't always fix the issue
  - Kelowna Accord \$1.0987 billion





**Open up the Canadian Education System:**

- More elements of indigenous pedagogy
- Better trainings for teachers

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# Diversity and Incusion



## Classroom Resources

- Educational website on the commission's 94 Calls to Action
- Created by the CBC Indigenous Unit
- Documentaries, residential school survivor stories, ideas and community-based action around reconciliation



[cbcnews.ca/beyond94](http://cbcnews.ca/beyond94)

# Beyond 94

Truth and Reconciliation in Canada



## Classroom Resources



### The Legacy of Hope Foundation

- Indigenous-led charitable organization
- Their website includes many curriculum based resources for teachers

### Orange Shirt Day

- Teacher resources for Orange Shirt Day





## Classroom Resources

- App for learning different Indigenous languages
- Support the preservation of traditional languages and cultures as well as their resurgence and revitalization

*"Hotié nuhecvaniö chu nuheyatié húton dézq, þqþú þeh hopüné dáhoøçq sí benerídí hasü"*  
Our language and culture is the window through which we see the world



# Classroom Resources



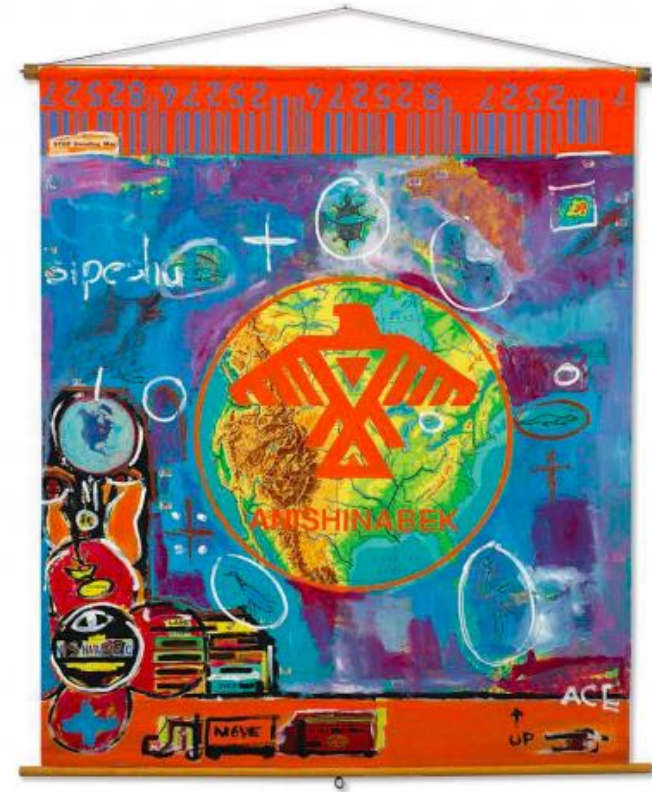
## Anishinaabemowin



## Classroom Resources

- Ottawa-based artist Jaime Koebel
- This project aims to provide teachers with curriculum-linked lesson plans designed by contemporary Indigenous artists
- The goal is to build students' cultural competence and respect for diverse Indigenous peoples, while encouraging critical thinking about colonialism in Canada

## CONTEMPORARY INDIGENOUS ARTS IN THE CLASSROOM



OTTAWA ART GALLERY



## Classroom Resources

- “Legacy Schools” receive a purple box with materials and teacher resources
- Introduce students to the topic of residential schools and Canada’s history as it relates to Indigenous Peoples
- Wrote an album dedicated to Chanie Wenjack, a boy who attempted to escape from a residential school and died on his way home



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