

Decolonizing and Indigenizing Education:

A Bibliography of Resources

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Stewart Resources Centre

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*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

001.43 I61

Denzin, Norman K. (Ed.)

Ethical futures in qualitative research : decolonizing the politics of knowledge

Walnut Creek, CA: Left Coast Press, 2007.

155.8 J17

Jacobs, Donald Trent; Cajete, Gregory

Critical neurophilosophy and Indigenous wisdom

Rotterdam, Netherlands: Sense Publishers, 2010.

This book begins a long overdue dialogue between Western neuropsychology and Indigenous wisdom. The latter holds that technology, including that which supports the neurosciences, is an important aspect of humanity, but that without a deeper understanding of the sacred, natural world, its consequences will continue to disrupt the balance of life on Earth. Two Indigenous scholars and a South Korean neuroscientist discuss the research. By offering students of neuropsychology and the various schools of neurophilosophy radically different views than those seen through the lens of Western science, this book will help assure that understandings about the human brain may lead to a healthier balance in human affairs.

191.08997 F566

Fixico, Donald Lee

The American Indian mind in a linear world : American Indian studies and traditional knowledge

New York, NY: Routledge, 2003.

191.08997 G475

Gill, Jerry H.

Native American worldviews : an introduction

Amherst, NY: Humanity Books, 2002.

The author presents an integrated view to serve as an introduction to ways of life and perspectives on the world far different from those of the dominant Euro-American culture.

299.7138 C968

Cultural teachings : First Nations protocols and methodologies

Saskatoon, SK: Saskatchewan Indian Cultural Centre, 2009.

This book provides introductory teachings so that readers will have an understanding of expected etiquettes when attending various ceremonies, feasts, songs, gatherings, healings, and other cultural activities, including the role of Elders.

299.78333 K69

Knight, Diane

The Seven fires. Teachings of the Bear Clan as recounted by Dan Musqua : knowledge of human growth and learning practiced in the old world of the Nacowaninawuk (Saulteaux)

Muskoday, SK: Many Worlds Publishing, 2001.

303.37208997 E96

Hansen, John G. (Ed.)

Exploring Indigenous social justice

Vernon, BC: JCharlton Publishing, 2014.

303.483 M491

Medin, Douglas L.; Bang, Megan

Who's asking? Native science, western science, and science education

Cambridge, MA: MIT Press, 2014.

The answers to scientific questions depend on who's asking, reflecting the cultural values and orientations of the questioner, most often those of Western science. In *Who's Asking?*, the authors argue that despite the widely held view that science is objective, value-neutral, and acultural, scientists do not shed their cultures at the laboratory or classroom door; their practices reflect their values, belief systems, and worldviews. Scientist diversity provides new perspectives and leads to more effective science and better science education. The authors compare Native American and European American orientations toward the natural world and apply these findings to science education. The European American model sees humans as separated from nature; the Native American model sees humans as part of a natural ecosystem. The development of ecologically oriented and community-based science education programs on the Menominee reservation in Wisconsin and at the American Indian Center of Chicago is explored.

305.4201 R947

Wane, Njoki (Ed.)

Ruptures : anti-colonial and anti-racist feminist theorizing

Rotterdam, Netherlands: Sense Publishers, 2013.

This book provides tools and theoretical frameworks to make sense of how the world is regulated, governed, and controlled with regard to the exclusivity of certain members of the society, and in particular, women from marginalized groups. This book, therefore, engages readers by asking thought-provoking questions to interrogate issues of marginality and oppression in society. The book, as a collective, provides an intellectual discourse on feminism, anticolonial thought and anti-racism. This book is intended for scholars, activists, theorists and researchers who are seeking to rupture the borders of confinement and move beyond the imaginary margins created by organized structures in society.

305.488 L786

Kenny, Carolyn (Ed.)

Living Indigenous leadership : Native narratives on building strong communities

Vancouver, BC: UBC Press, 2012.

This collection showcases innovative research and leadership practices from diverse nations and tribes in Canada, the United States, and New Zealand. The contributors use storytelling to highlight the distinctive nature of Indigenous leadership, which finds its most powerful expression in embodied concepts such as land, story, ancestors, and Elders. These narratives give a voice to the wives, mothers, and grandmothers who are using their knowledge to mend hearts and minds and to build strong communities.

305.8 A436

Davis, Lynne (Ed.)

Alliances. Re/envisioning Indigenous and non-Indigenous relationships

Toronto, ON: University of Toronto Press, 2010.

When Indigenous and non-Indigenous activists work together, what are the ends that they seek, and how do they negotiate their relationships while pursuing social change? *Alliances* brings together Indigenous and non-Indigenous leaders, activists, and scholars in order to examine their experiences of alliance-building for Indigenous rights and self-determination and for social and environmental justice.

305.8 O66

Orelus, Pierre W.

Whitecentricism and linguoracism exposed : towards the de-centering of whiteness and decolonization of schools

New York, NY: Peter Lang, 2013.

Whitecentricism and English hegemony are two forms of oppression that have affected and limited the life chances of linguistically, racialized, and culturally diverse people, including students. This book draws on postcolonial and socio-cultural theories and resistant narratives to build a strong argument to counter such hegemony.

305.8001 H236

Denzin, Norman K. (Ed.)

Handbook of critical and Indigenous methodologies

Los Angeles, CA: Sage, 2008.

This book explores the Indigenous and non-Indigenous voices that inform research, policy, politics, and social justice.

305.80072 S654

Smith, Linda Tuhiwai

Decolonizing methodologies : research and Indigenous Peoples

New York, NY: Zed Books, 2012.

305.80072 W753

Wilson, Shawn

Research is ceremony : Indigenous research methods

Blank Point, NS: Fernwood, 2008.

Indigenous researchers are knowledge seekers who work to progress Indigenous ways of being, knowing, and doing in a modern and constantly evolving context. This book describes a research paradigm shared by Indigenous scholars in Canada and Australia, and demonstrates how this paradigm can be put into practice.

305.897 A392

Alfred, Gerald R.

Wasáse : Indigenous pathways of action and freedom

Toronto, ON: University of Toronto Press, 2009.

The word Wasase is the Kaniienkeha (Mohawk) word for the ancient war dance ceremony of unity, strength, and commitment to action. The author notes: "This book traces the journey of those Indigenous people who have found a way to transcend the colonial identities which are the legacy of our history and live as Onkwehonwe, original people."

305.897 A797

Stiffarm, Lenore A. (Ed.)

As we see...: Aboriginal pedagogy

Saskatoon, SK: University Extension Press, University of Saskatchewan, 1998.

305.897 E53

Emberley, Julia

Defamiliarizing the Aboriginal : cultural practices and decolonization in Canada

Toronto, ON: University of Toronto Press, 2007.

305.897 G751

Grande, Sandy

Red pedagogy : Native American social and political thought

Lanham, MD: Rowman & Littlefield Publishers, 2004.

This ground-breaking text explores the intersection between dominant modes of critical educational theory and the socio-political landscape of Native American education. The proposed new red pedagogy is an insurgent but poetic vision for education, one that is dedicated to the principles of sovereignty, emancipation and equity for all human beings and the rest of nature.

305.897 T763

Traditions : National gatherings on Indigenous knowledge : final report

Ottawa, ON: Canadian Heritage, 2005.

The contents of this report are a reflection of the discussions that took place during May and June 2005 across Canada.

306.08 B336

Battiste, Marie

Protecting Indigenous knowledge and heritage : a global challenge

Saskatoon, SK: Purich Publishing, 2000.

Notes: Native Studies 10. Native Studies 20. Aboriginal Resource List.

306.08 R299

Battiste, Marie (Ed.)

Reclaiming Indigenous voice and vision

Vancouver, BC: UBC Press, 2000.

Notes: Aboriginal Resource List. Social Studies 20. History 20.

306.42 I39

Simmons, Ellen (Ed.)

Indigenous earth : praxis and transformation

Penticton, BC: Theytus Books, 2013.

This collection of essays brings together voices from a diverse range of academics and practitioners in environmental and social concerns. Topics vary in range from practice in conservation biology to sustainable natural resource management, as well as research and development of theory ranging from Indigenous environmental ethics to critical issues in cultural heritage and intellectual property. Contributing essays include voices from Peru, Bolivia, Philippines, Norway, United States, and Canada. To preserve the integrity of the variety of disciplines of the contributors, the editor decided to maintain the variety of styles featured in the separate essays.

306.42 I39

Sefa Dei, George; Hall, Budd L.; Goldin Rosenberg, Dorothy (Eds.)

Indigenous knowledges in global contexts : multiple readings of our world

Toronto, ON: OISE/UT, published in association with University of Toronto Press, 2000.

306.42 S495

Settee, Priscilla

Pimitisiwin : the good life, global Indigenous knowledge systems

Vernon, BC: JCharlton Publishing Ltd., 2013.

306.4308997 C968

Mathur, Ashok

Cultivating Canada : reconciliation through the lens of cultural diversity

Ottawa, ON: Aboriginal Healing Foundation, 2011.

This publication presents essays by Canadians outside the traditional settler communities of English and French.

323.1197 A392

Alfred, Taiaiake

Peace, power, righteousness : an Indigenous manifesto

Don Mills, ON: Oxford University Press, 2009.

The author calls for the Indigenous peoples of North America to move beyond their 500-year history of pain, loss, and colonization, and move forward to the reality of self-determination.

323.1197 F692

Wilson, Angela Cavender (Ed.)

For Indigenous eyes only : a decolonization handbook

Santa Fe, NM: School of American Research Press, 2005.

Recognizing an urgent need for Indigenous liberation strategies, Indigenous intellectuals created a book with hands-on suggestions and activities to enable Indigenous communities to decolonize themselves. The authors begin with the belief that Indigenous Peoples have the power, strength, and intelligence to develop culturally specific decolonization strategies for their own communities and thereby systematically pursue their own liberation. The authors demystify the language of colonization and decolonization to help Indigenous communities identify useful concepts, terms, and intellectual frameworks in their struggles toward liberation and self-determination. This handbook covers a wide range of topics, including Indigenous governance,

education, language, oral tradition, repatriation, images and stereotypes, diets, and truth-telling. It aims to facilitate critical thinking while fostering community discussions and plans for meaningful change.

323.1197 F962

Yellow Bird, Michael (Ed.)

For Indigenous minds only : a decolonization handbook.

Santa Fe, NM: SAR Press, 2012.

333.7 G827

Grenier, Louise

Working with Indigenous knowledge : a guide for researchers

Ottawa, ON: International Development Research Centre, 1998.

333.707 C761

Contemporary studies in environmental and Indigenous pedagogies : a curricula of stories and place.

Rotterdam, Netherlands: Sense Publishers, 2013.

This book provides an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices. This work brings together theorists who perform a cultural, ecological analysis of the environmental crisis. They explore the ways language informs ways of knowing and being, outlining how metaphor plays a major role in human relationships with natural and reconstructed environments.

341.710872 M113

McAdam, Sylvia

Nationhood interrupted : revitalizing Nêhiyaw legal systems

Saskatoon, SK: Purich Publishing Limited, 2015.

Traditionally and through custom, Nêhiyaw (Cree) laws are shared and passed down through the generations in the oral tradition, utilizing stories, songs, ceremonies, lands, waters, animals, land markings and other sacred rites. The loss of the languages, customs, and traditions of Indigenous peoples as a direct result of colonization has necessitated this departure from the oral tradition to record the physical laws of the Nêhiyaw, for the spiritual laws can never be written down.

McAdam, a co-founder of the international movement Idle No More, shares Nêhiyaw laws so that future generations, both Nêhiyaw and non-Indigenous people, may understand and live by them to revitalize Indigenous nationhood.

342.710872 T253 OVERSIZE

Teaching treaties in the classroom, grades K-6 [kit]

Saskatoon, SK: The Office, 1991-2008.

Notes: Social studies grade 1 (2010). Social studies grade 2 (2010). Social studies grade 3 (2010). Social studies grade 4 (2010). Social studies grade 5 (2010).

Book titles: *Teaching Treaties in the Classroom : a Treaty Resource Guide for Kindergarten to Gr. 6* ó *The Learning Circle : Five Voices of Aboriginal Youth in Canada, ages 4-7, ages 8 to 11, ages 12 to 14* ó *Treaty Elders of Saskatchewan* ó *Statement of Treaty Issues : Treaties as a*

Bridge to the Future ó *People of the Buffalo : How the Plains Indians Lived* ó *And They Told Us Their Stories* ó *Treaty Essential Learnings : We Are All Treaty People* ó *Legacy : Indian Treaty Relationships* ó DVD title: Video Library II. DVD 1: *Treaties and the Law* (32:51 min.) ó *Socio-Economic Impact of Treaties* (17:48 min.) ó *Role of the Elders* (16:15 min.) ó *Legislature Mace Runner Ceremony* (14:02 min.) ó DVD 2: *Treaty Implementation Fulfilling the Covenant Lecture* (64:19 min.).

342.710872 T784 OVERSIZE

Teaching treaties in the classroom, grades 7 – 12 [kit]

Saskatoon, SK: The Office, 2002-2009.

Notes: Social studies grade 6 (2009). Social studies grade 7 (2009). Social studies grade 8 (2009). Social studies grade 9 (2009). Native Studies 10.

This kit features educational resource materials that include curriculum supplements, videos, and books about the history of treaties. The individual units show both First Nations and European perspectives about the treaty relationship. Information on treaty topics range from the pre-contact history of First Nations people, first contact issues, the relevance of the past to the contemporary situation, and what is happening within the present treaty relationship.

Video titles: *A Solemn Undertaking: the Five Treaties of Saskatchewan* (14 min.) ó *As Long as the Sun Shines* (10 min.) DVD titles: *Allen Sapp's Art : Through the Eyes of the Cree and Beyond* ó Treaty Video Library: *A Solemn Undertaking* (14 min.) ó *As Long as the Sun Shines* (10 min.) ó *Treaties as a Bridge to the Future* (12 min.) ó *We Are All Part of Treaty* (6:34 min.) ó *A Wisahkecahk Story* (11 min.) ó *Building Harmony* (10:49 min.) ó Video Library II. DVD 1: *Treaties and the Law* (32:51 min.) ó *Socio-Economic Impact of Treaties* (17:48 min.) ó *Role of the Elders* (16:15 min.) ó *Legislature Mace Runner Ceremony* (14:02 min.) ó DVD 2: *Treaty Implementation: Fulfilling the Covenant Lecture* (64:19 min.). Booklets: *Treaties 4, 5, 6, 8 and 10*. Posters: *Location of historical treaty boundaries in Canada – Treaties 4, 5, 6, 8, and 10*.

352.880971 T874

Honouring the truth, reconciling the future : summary of the final report of the Truth and Reconciliation Commission of Canada

Winnipeg, MB: Truth and Reconciliation Commission of Canada, 2015.

352.880971 T874

Truth and Reconciliation Commission of Canada interim report [kit]

Winnipeg, MB: Truth and Reconciliation Commission, 2012.

The Truth and Reconciliation Commission of Canada: interim report contains ó For the children taken, for the parent left behind ó Indian residential schools: an overview ó Statement gathering frequently asked questions ó Residential schools: resource guide ó Residential schools of Canada (map).

361.3208997 B315

Baskin, Cyndy

Strong helpers' techniques : the value of Indigenous knowledges in the helping professions

Toronto, ON: Canadian ScholarsøPress Inc., 2011.

This book provides enrichment for the helping practices of Indigenous and non-Indigenous students, practitioners, and scholars in the human services. All those in the helping professions

are challenged to share these important Indigenous teachings without specific practices being appropriated.

362.29186 H249

Hanson, John G.

Walking with Indigenous philosophy: justice and addiction recovery

Vernon, BC: JCharlton, 2014.

363.7 R544

Ridgeway, Sharon J.; Power, Peter J.

The power of the talking stick : Indigenous politics and the world ecological crisis

Boulder, CO: Paradigm Publishers, 2014.

364.1066 C811

Cormack, Elizabeth; Deane, Lawrence

Indians wear red : colonialism, resistance, and Aboriginal street gangs

Halifax, NS: Fernwood Publishing, 2013.

With the advent of Aboriginal street gangs such as Indian Posse, Manitoba Warriors, and Native Syndicate, Winnipeg garnered a reputation as the gang capital of Canada. *Indians Wear Red* locates Aboriginal street gangs in the context of the racialized poverty that has become entrenched in the colonized space of Winnipeg's North End. Drawing upon extensive interviews with Aboriginal street gang members, as well as with Aboriginal women and Elders, the authors argue that colonialism is a crucial factor in gang activity in Western Canadian urban centres. Young Aboriginal people have resisted their social and economic exclusion by acting collectively as Indians. Solutions to gang violence lie not in quick fixes or getting tough on crime, but in decolonization: re-connecting Aboriginal people with their cultures and building communities in which they can safely live and work.

370.1 I39

Dei, George J. Sefa (Ed.)

Indigenous philosophies and critical education : a reader

New York, NY: Peter Lang, 2011.

This book offers an opportunity for the critical thinker to continue on a de-colonial/anti-colonial intellectual journey in ways informed by Indigenous theorizing. This title engages Indigenous knowledges as far more than a contest of the marginals, thereby challenging the way oppositional knowledges are positioned, particularly in the Western academy.

370.117 I39

James, Jacob, W. (Ed.)

Indigenous Education : language, culture and identity

Dordrecht, Netherlands: Springer, 2015.

This book provides up-to-date scholarly research on global trends in three issues of paramount importance within Indigenous education: language, culture, and identity. Contributing authors examine several social justice issues related to Indigenous education, presenting perspectives from 12 countries and global regions, with five conceptual chapters discussing policy debates, the media, the United Nations, formal and informal education systems, and higher education.

370.12 D296

Abdi, Ali A. (Ed.)

Decolonizing philosophies of education

Rotterdam, Netherlands: Sense Publishers, 2012.

Philosophy of education deals with learning issues such as what education is needed, why such education, and how would societies undertake and achieve such learning possibilities. In the past, such learning programs were almost entirely Indigenously produced, but later, in response to externally imposed demands, a cluster of de-philosophizing and de-epistemologizing educational systems were imposed upon them. Such realities of colonial education were not conducive to inclusive social well-being. The need to ascertain and analyze new possibilities of decolonizing philosophies of education inspired this edited volume. The book should serve as a necessary entry point for a possible re-routing of contemporary learning systems that are mostly of the de-culturing and de-historicizing genre.

370.78 D637 2009

McKay-Carriere, Lily

Elders and teachers are Cree-ative collaborators!

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2010

Project #186. The goal of the project was to develop and broaden the field of Aboriginal language education for students while insisting on the integration of Aboriginal Elders' knowledge as a distinct way for learning and teaching Cree.

370.78 D637 2009

McKenzie, Minnie (Ed.)

Involving community members to develop culturally relevant word lists for First Nations and Métis Students

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2009.

Project #187. The purpose of this research is to improve the educational experience of students enrolled in Cree immersion programs and instruction (core language) programs. Upon consultation with Cree Elders and fluent Cree-speaking community members, a word list was developed to supplement teaching and language development. The accompanying DVD entitled *Learning from Our Elders*, includes highlights from the interviews and work with the Elders on this project.

370.78 D637 2010

Fayant, Russell (Ed.)

Ochapan : perspectives of Elders and students on the Elders in Residence Program

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2010.

Project #196. This research project is an examination of the impact Elders have on students in an Elder in Residence Program. The word *öchapanö* comes from the Cree language and is often used to refer to both a great-grandparent and/or a great-grandchild.

370.78071 S252 10-02

Whiteman, Laura L. M.

Hearts around the fire : First Nations women talk about protecting and preserving First Nations cultures

Regina, SK: Saskatchewan School Boards Association, 2010.

This paper is a summary of a thesis exploring ways of infusing the traditional knowledge of First Nations within public education systems.

370.8997 J17

Jacobs, Donald Trent

Teaching truly : a curriculum to Indigenize mainstream education

New York, NY: Peter Lang, 2013.

This book offers K-12 teachers course-specific guidelines for Indigenizing mainstream education. This title aims to facilitate greater educational integrity and relevance in the classroom now, without waiting for more reforms to policy, standards or curricula in general.

370.965 T129

Taieb, Si Belkacem

Decolonizing Indigenous education : an Amazigh/Berber ethnographic journey

New York, NY: Palgrave Macmillan, 2014.

370.971 R454

Lund, Darren E. (Ed.)

Revisiting the great white North? Reframing whiteness, privilege, and identity in education

Rotterdam, Netherlands: Sense Publishers, 2015.

371.102 G698

Goulet, Linda; Goulet, Keith

Teaching each other : Nehinuw concepts and Indigenous pedagogies

Vancouver, BC: UBC Press, 2014.

This book provides an alternative framework for teachers working with Indigenous students - one that moves beyond merely acknowledging Indigenous culture to one that actually strengthens Indigenous identity.

371.8 M659

Milner, H. Richard

Rac(e)ing to class : confronting poverty and race in schools and classrooms

Cambridge, MA: Harvard Education Press, 2015.

In this incisive and practical book, H. Richard Milner IV provides educators with a crucial understanding of how to teach students of colour who live in poverty. Milner looks carefully at the circumstances of these students' lives and describes how those circumstances profoundly affect their experiences within schools and classrooms.

371.829 L438

Bates, P. (Ed.)

Learning and knowing in Indigenous societies today

Paris, France: UNESCO, 2009.

371.82997 A154

Aboriginal education in Canada : a study in decolonization

Mississauga, ON: Canadian Educators Press, 2001.

371.82997 B336

Battiste, Marie

Decolonizing education : nourishing the learning spirit

Saskatoon, SK: Purich Publishing Ltd., 2013.

The author documents the nature of Eurocentric models of education, and their devastating impacts on Indigenous knowledge. Chronicling the negative consequences of forced assimilation and the failure of current educational policies to bolster the social and economic conditions of Aboriginal populations, Battiste proposes a new model of education. She argues that the preservation of Aboriginal knowledge is an Aboriginal right, preserved by the many treaties with First Nations. Current educational policies must undergo substantive reform, rejecting the racism inherent to colonial systems of education, and the repositioning of Indigenous humanities, sciences, and languages as vital fields of knowledge.

371.82997 G458

Coulter, Rebecca (Ed.)

The gifts within : carrying each other forward in Aboriginal education

Ottawa, ON: Canadian Centre for Policy Alternatives, 2009.

371.82997 I39

Villegas, Malia (Ed.)

Indigenous knowledge and education : sites of struggle, strength, and survivance

Cambridge, MA: Harvard Education Press, 2008.

This book brings together essays that explore Indigenous ways of knowing, considering how such knowledge can inform educational practices and institutions. It examines a wide range of Indigenous cultures and educational settings, including Native American, Haitian, Mexican, and Australian.

371.82997 K16

Kanu, Yatta

Integrating Aboriginal perspectives into the school curriculum : purposes, possibilities, and challenges

Toronto, ON: University of Toronto Press, 2011.

From improved critical thinking to increased self-esteem and school retention, teachers and students have noted many benefits to bringing Aboriginal viewpoints into public school classrooms. In this book, the author provides the first comprehensive study of how these frameworks can be effectively implemented to maximize Indigenous students' engagement, learning, and academic achievement.

371.82997 K96

Kumar, Malreddy Pavan

Seeing ourselves in the mirror : giving life to learning : executive summary and highlights

Saskatoon, SK: Canadian Council on Learning. Aboriginal Learning, 2008.

This publication is a summary report of the Aboriginal Learning Knowledge Centre's second national conference in partnership with the First Nations Education Steering Committee, Vancouver, British Columbia, Feb. 28-Mar. 2, 2008.

371.82997 L778

Little Bear, Leroy

Naturalizing Indigenous knowledge : synthesis paper

Saskatoon, SK: Canadian Council on Learning. Aboriginal Learning, 2009.

371.82997 R436

Ward, Angela (Ed.)

Resting lightly on Mother Earth : the Aboriginal experience in urban educational settings

Calgary, AB: Detselig Enterprises, 2001.

371.82997 S452

Seeking their voices : improving Indigenous student learning outcomes

Regina, SK: University of Regina, 2014.

371.82997 T723

Toulouse, Pamela Rose

Beyond shadows : First Nations, Metis and Inuit student success

Ottawa, ON: Canadian Teachers' Federation, 2013.

371.82997 T725

Toulouse, Pamela Rose

Achieving Aboriginal student success : a guide for K to 8 classrooms

Winnipeg, MB: Portage & Main Press, 2011.

This book is for all teachers of Kindergarten to grade 8 who have Aboriginal students in their classrooms or who are looking for ways to infuse an Aboriginal worldview into their curriculum. The strategies and information in this resource are about building bridges between cultures that foster respect, appreciation, and understanding.

371.82997 W359

Jarrett Weeks, Denise (Ed.)

Ways of knowing : Native knowledge and western science

Portland, OR: Northwest Regional Educational Laboratory, 2003.

This book contains resources of value to teachers who are looking for ways to make academically sound and culturally meaningful connections between Native culture and language and core subjects such as math, science, social studies, history, and literacy.

371.82997 W938

Woven words for Indigenous education

Ottawa, ON: Canadian Centre for Policy Alternatives, 2013.

The chapters are the culminating projects of the 12 students who completed their University of Western Ontario Master's of Education program in Leadership in Aboriginal Education. The

book is divided into 3 sections: The Past in the Present; From Early Childhood to College: Working In/With Settler Institutions; and Teaching and Learning in First Nation Schools.

371.82999442 B622

Bishop, Russell

Te kōtahitanga : towards effective education reform for Indigenous and other minoritised students

Wellington, NZ: NZcer Press, 2014.

This book considers how the educational experiences and achievement of M ōri students in a number of mainstream secondary schools have been improved through a process of theory based, school-wide reform, beginning in Te Kotahitanga with the implementation of a culturally responsive pedagogy of relations in classrooms.

372.35 F652

Walker, Sandra

Connecting Aboriginal heritage, native plants and sustainability in Saskatchewan

Regina, SK: Native Plant Society of Saskatchewan, (200-?)

This study guide focuses on connecting Aboriginal heritage, traditional uses of native plants and issues of sustainability. Students should be encouraged to study and describe traditional narratives, how traditional worldviews affect resource usage, including the use of native plants, and how the close relationship between First Nations and the environment could be helpful in guiding stewardship and sustainable management of the environment into the future.

372.35 G786

White, Kelli

Knowledge sharing fair : an inquiry approach to integrating Indigenous knowledge

Saskatoon, SK: Greater Saskatoon Catholic Schools, 2010.

373.1829 A636

Antrop-Gonzalez, René

Schools as radical sanctuaries : decolonizing urban education through the eyes of youth of color and their teachers

Charlotte, NC: Information Age Publishing, Inc., 2011.

373.182999442 B622

Bishop, Russell; Berryman, Mere

Culture speaks : cultural relationships and classroom learning

Wellington, NZ: Huia Publishers, 2006.

374.0124 G775

Graveline, Fyre Jean

Circle works. Transforming Aboriginal literacy

Owen Sound, ON: Ningwakwe Learning Press, 2012.

378.015 T253

Tripp, Peggy (Ed.)

Teaching as activism : equity meets environmentalism
Montreal, QC: McGill-Queen's University Press, 2005.

378.017 G775

Graveline, Fyre Jean

Circleworks : transforming Eurocentric consciousness

Halifax, NS: Fernwood, 1998.

Notes: Aboriginal Resource List. Native Studies 10.

378.1982997 C843

Cote-Meek, Shelia

Colonized classrooms : racism, trauma and resistance in post-secondary education

Halifax, NS: Fernwood Publishing, 2014.

In *Colonized Classrooms*, Sheila Cote-Meek discusses how Aboriginal students confront narratives of colonial violence in the postsecondary classroom, while they are, at the same time, living and experiencing colonial violence on a daily basis. Basing her analysis on interviews with Aboriginal students, teachers and Elders, Cote-Meek deftly illustrates how colonization and its violence are not a distant experience, but one that is being negotiated every day in universities and colleges across Canada.

398.208997 A673

Archibald, Jo-ann

Indigenous storywork : educating the heart, mind, body, and spirit

Vancouver, BC: UBC Press, 2008.

This book demonstrates how stories have the power to educate and heal the heart, mind, body, and spirit. It builds on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy that form a framework for understanding the characteristics of stories, appreciating the process of storytelling, establishing a receptive learning context, and engaging in holistic meaning-making.

398.208997 M368

Marshall, Joseph

The Lakota way: stories and lessons for living

New York, NY: Penguin Compass, 2001.

500.8997 A291

Aikenhead, Glen

Bridging cultures : scientific and Indigenous ways of knowing nature

Toronto, ON: Pearson, 2011.

Notes : Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010). Science grade 6 (2009). Science grade 7 (2009). Science grade 8 (2009). Science grade 9 (2009).

The recognition of Indigenous knowledge as an important, legitimate source of understanding of the physical world is increasing within education jurisdictions worldwide. This book provides science educators with knowledgeable perspectives on scientific and Indigenous content.

610.72 E71

Ermine, Willie

Kwayask itotamowin = Indigenous research ethics, report of the Indigenous Peoples' Health Research

Regina, SK: Indigenous Peoples Health Research Centre, 2005.

615.321 B427 OVERSIZE

Belcourt, Christi

Medicines to help us : traditional Métis plant use : study prints and resource guide

Saskatoon, SK: Gabriel Dumont Institute, 2007.

Notes: Health education grade 3 (2010). Health education grade 4 (2010).

This book is printed in conjunction with the set of study prints inspired by the paintings by Métis artist Christi Belcourt. Together, these publications explore the medicinal properties of the plants depicted in Belcourt's painting to present information relating to traditional Métis medicinal knowledge.

793.31971 K52

King, Anna-Leah

Pimatisiwin : the celebration of life : powwow dance

Saskatoon, SK: Greater Saskatoon Catholic Schools, 2006.

Notes: Grades K-8.

970.00497 G575

Goble, Paul

All our relatives : traditional Native American thoughts about nature

Bloomington, IN: World Wisdom, 2005.

Through stories from the olden days and art that meticulously reflects traditional designs and colours, Goble provides wonderful insights into the spiritual life of the Plains Indians. His intimate knowledge of their world transports the reader into a vision of the sacred beauty and wisdom that defined traditional Native America.

971 S256

Saul, John Ralston

A fair country : telling truths about Canada

Toronto, ON: Penguin Canada, 2009.

971 S256

Saul, John Ralston

Mon pays Métis : quelques vérités sur le Canada

Montréal, QC: Boréal, 2008.

971.00497 F527

Timpson, Annis May (Ed.)

First Nations, first thoughts : the impact of Indigenous thought in Canada

Vancouver, BC: UBC Press, 2009.

A comprehensive argument for decolonization, focusing specifically on the reconciliation of Indigenous thought with a transformed discourse of the Canadian state and with many of the institutions of Canadian society.

971.00497 S256

Saul, John Ralston

The comeback

Toronto, ON: Viking, 2014.

971.00497 T763

Traditional teachings : a journey from young child to young adult [DVD]

Saskatoon, SK: Saskatchewan Prevention Institute, 2012.

The set of 2 DVDs and booklet captures the sacred knowledge, worldviews, and stories of seven elders, a knowledge keeper and two storytellers who are members of Saskatchewan's Plains Cree, Dakota, Dene, Nakota, and Saulteaux First Nations. Each Elder and knowledge keeper tells of the most important teachings, values, and laws to help guide a young boy or girl in the transition to a young man or woman, and to the ultimate responsibility of parenthood. They talk of traditional ways of leading a balanced life; a life of well-being. The DVD was created as a resource for educators, health care providers, family and community members, and others as they support children and youth to make positive lifestyle choices for their sexual and reproductive health. It is the hope that in hearing these shared stories and lessons, young people will be supported to connect or reconnect with their own First Nation's traditional values and cultural practices surrounding their sexual maturation.

971.00497 T784

Treaty essential learnings : we are all treaty people

Saskatoon, SK: Office of the Treaty Commissioner, 2008.

Notes: English language arts grade 6 (2009). Field test draft.

This document outlines six treaty essential learnings (TELs): treaties, historical context of the treaties, treaty relationship, First Nations and their worldview, symbolism in treaty making, and vision for the new millennium: contemporary treaty issues. The TELs were developed as a guide to understanding *Teaching Treaties in the Classroom* and to assist in increasing knowledge of the treaties in Saskatchewan.

971.200497 F517

Fiola, Chantal

Rekindling the sacred fire : Métis ancestry and Anishinaabe spirituality

Winnipeg, MB: University of Manitoba Press, 2015.

Why don't more Métis people go to traditional ceremonies? How does going to ceremonies impact Métis identity? In *Rekindling the Sacred Fire*, Chantal Fiola investigates the relationship between Red River Métis ancestry, Anishinaabe spirituality, and identity, bringing into focus the ongoing historical impacts of colonization upon Métis relationships with spirituality on the Canadian prairies. Using a methodology rooted in an Indigenous world view, Fiola interviews eighteen people with Métis ancestry, or a historic familial connection to the Red River Métis, who participate in Anishinaabe ceremonies, sharing stories about family history, self-

identification, and their relationships with Aboriginal and Eurocanadian cultures and spiritualities.

971.23 C872

Coutu, Philip R.

Inkonzev : the stones of traditional knowledge : a history of the Athabasca Tar Sands

Edmonton, AB: Thunderwoman Ethnographics, 2002.

Notes: Native Studies 10. Native Studies 20. English language arts middle level. Aboriginal Resource List.

Kimmerer, Robin Wall

Braiding sweetgrass. Indigenous wisdom, scientific knowledge

Minneapolis, MN: Milkweed Editions, 2013.

On order

Information File Materials

Materials are available in the following files:

Decolonization

Education ó New Zealand (re: Te Kotahitanga)

Indians of North America ó Treaties

Indigenizing Curriculum

Indigenous Education

Indigenous Knowledge

Integrating Aboriginal Content and Perspectives into Curriculum

Traditional Knowledge

Traditional Science

Worldview

Sample Articles

Battiste, M. M., & Henderson, J. S. Y. (2009). Naturalizing Indigenous knowledge in Eurocentric education. *Canadian Journal of Native Education*, 32(1), 5-18.

Bell, N. (2013). Just do it: Anishinaabe culture-based education. *Canadian Journal of Native Education*, 36(1), 36-58.

Chartrand, R. (2012). Anishinaabe pedagogy. *Canadian Journal of Education*, 35(1), 144-162.

Iseke-Barnes, J. M. (2008). Pedagogies for decolonizing. *Canadian Journal of Native Education*, 31(1), 123-148.

- Kitchen, J., Cherubini, L., Trudeau, L., & Hodson, Janie, M. (2009). Aboriginal education as cultural brokerage: New Aboriginal teachers reflect on language and culture in the classroom. *McGill Journal of Education (Online)*, 44(3), 355-375.
- Lewthwaite, B., Owen, T., Doiron, A., McMillan, B., & Renaud, R. (2013). Our stories about teaching and learning: A pedagogy of consequence for Yukon First Nation settings. *Interchange*, 44, 105-128.
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- Metallic, J., & Seiler, G. (2009). Animating Indigenous knowledges in science education. *Canadian Journal of Native Education*, 32(1), 115-128.
- Munroe, E. A., Orr, M. O., Toney, D., & Meader, J. (2013). Decolonizing Aboriginal education in the 21st century. *McGill Journal of Education*, 48(2), 317-335.
- Nadeau, D., & Young, A. (2006). Educating bodies for self-determination: A decolonizing strategy. *Canadian Journal of Native Education*, 29(1), 87-100.
- Orr, J., Salom, S., & Kelusilew, S. P. (2002). Decolonizing Miꞑmaw education through cultural practical knowledge. *McGill Journal of Education*, 37(3), 331-353.
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- Restoule, J., Gruner, S., & Metatawabin, E. (2013). Learning from place: A return to traditional Mushkegowuk ways of knowing. *Canadian Journal of Education*, 36(2), 68-86.
- Rico, B. (2013). Awakening vision: Examining the reconceptualization of Aboriginal education in Canada via Kaupapa Maori praxis. *Asia Pacific Journal of Education*, 33(4), 380-393.
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- Shultz, L., Kelly, J., & Weber-Pillwax, C. (2009). The location of knowledge: A conversation with the editors on knowledge, experience, and place. *Alberta Journal of Educational Research*, 55(3), 335-350.
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