Decolonizing and Indigenizing Education:

A Bibliography of Resources

August 2015
*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**

155.8 J17
Jacobs, Donald Trent; Cajete, Gregory
**Critical neurophilosophy and Indigenous wisdom**
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**

191.08997 G475
Gill, Jerry H.
**Native American worldviews : an introduction**
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)**
303.37208997 E96
Hansen, John G. (Ed.)
**Exploring Indigenous social justice**

303.483 M491
Medin, Douglas L.; Bang, Megan
**Who’s asking? Native science, western science, and science education**
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**
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**
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/environmenting 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
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
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

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 Kanienkeha (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**

305.897 G751
Grande, Sandy  
**Red pedagogy : Native American social and political thought**
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**

306.08 R299
Battiste, Marie (Ed.)  
**Reclaiming Indigenous voice and vision**

306.42 I39
Simmons, Ellen (Ed.)  
**Indigenous earth : praxis and transformation**
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

306.42 S495
Settee, Priscilla
Pimitisiwin: the good life, global Indigenous knowledge systems

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
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
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.

333.7 G827
Grenier, Louise
Working with Indigenous knowledge : a guide for researchers

333.707 C761
Contemporary studies in environmental and Indigenous pedagogies : a curricula of stories and place.
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
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, landmarkings 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]
Book titles: Teaching Treaties in the Classroom : a Treaty Resource Guide for Kindergarten to Gr. 6 ï The Learning Circle : Five Voices of Aboriginal Youth in Canada, ages 4-7, ages 8 to 11, ages 12 to 14 ï Treaty Elders of Saskatchewan ï Statement of Treaty Issues : Treaties as a
Bridge to the Future ñ People of the Buffalo: How the Plains Indians Lived ñ And They Told Us Their Stories ñ Treaty Essential Learnings: We Are All Treaty People ñ Legacy: Indian Treaty Relationships ñ DVD title: Video Library II. DVD 1: Treaties and the Law (32:51 min.) ñ Socio-Economic Impact of Treaties (17:48 min.) ñ Role of the Elders (16:15 min.) ñ Legislature Mace Runner Ceremony (14:02 min.) ñ 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.
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.) ñ As Long as the Sun Shines (10 min.) ñ DVD titles: Allen Sapp's Art: Through the Eyes of the Cree and Beyond ñ Treaty Video Library: A Solemn Undertaking (14 min.) ñ As Long as the Sun Shines (10 min.) ñ Treaties as a Bridge to the Future (12 min.) ñ We Are All Part of Treaty (6:34 min.) ñ A Wisahkecahk Story (11 min.) ñ Building Harmony (10:49 min.) ñ Video Library II. DVD 1: Treaties and the Law (32:51 min.) ñ Socio-Economic Impact of Treaties (17:48 min.) ñ Role of the Elders (16:15 min.) ñ Legislature Mace Runner Ceremony (14:02 min.) ñ 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

352.880971 T874

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

361.3208979 B315
Baskin, Cyndy
Strong helpers’ techniques: the value of Indigenous knowledges in the helping professions
Toronto, ON: Canadian Scholars Press 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**

363.7 R544
Ridgeway, Sharon J.; Power, Peter J.
**The power of the talking stick: Indigenous politics and the world ecological crisis**

364.1066 C811
Cormack, Elizabeth; Deane, Lawrence
**Indians wear red: colonialism, resistance, and Aboriginal street gangs**
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**
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**
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**
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 ᓗchapan 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
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
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

370.971 R454
Lund, Darren E. (Ed.)
Revisiting the great white North? Reframing whiteness, privilege, and identity in education

371.102 G698
Goulet, Linda; Goulet, Keith
Teaching each other: Nehinuw concepts and Indigenous pedagogies
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
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
Aboriginal education in Canada: a study in decolonization

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.

Coulter, Rebecca (Ed.)
The gifts within: carrying each other forward in Aboriginal education
Ottawa, ON: Canadian Centre for Policy Alternatives, 2009.

Villegas, Malia (Ed.)
Indigenous knowledge and education: sites of struggle, strength, and survivance
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.

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.

Kumar, Malreddy Pavan
Seeing ourselves in the mirror: giving life to learning: executive summary and highlights
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**

371.82997 R436
Ward, Angela (Ed.)
**Resting lightly on Mother Earth: the Aboriginal experience in urban educational settings**

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**
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 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
This book considers how the educational experiences and achievement of Māori 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

373.182999442 B622
Bishop, Russell; Berryman, Mere
Culture speaks: cultural relationships and classroom learning

374.0124 G775
Graveline, Fyre Jean
Circle works. Transforming Aboriginal literacy

378.015 T253
Tripp, Peggy (Ed.)
Teaching as activism: equity meets environmentalism

378.017 G775
Graveline, Fyre Jean
Circleworks: transforming Eurocentric consciousness

378.1982997 C843
Cote-Meek, Shelia
Colonized classrooms: racism, trauma and resistance in post-secondary education
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
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

500.8997 A291
Aikenhead, Glen
Bridging cultures: scientific and Indigenous ways of knowing nature
Toronto, ON: Pearson, 2011.
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

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.
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
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

971 S256
Saul, John Ralston
Mon pays Métis : quelques vérités sur le Canada

971.00497 F527
Timpson, Annis May (Ed.)
First Nations, first thoughts : the impact of Indigenous thought in Canada
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
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
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

Kimmerer, Robin Wall
Braiding sweetgrass. Indigenous wisdom, scientific knowledge
On order

Information File Materials

Materials are available in the following files:

Decolonization
Education ë New Zealand (re: Te Kotahitanga)
Indians of North America ë Treaties
Indigenizing Curriculum
Indigenous Education
Indigenous Knowledge
Integrating Aboriginal Content and Perspectives into Curriculum
Traditional Knowledge
Traditional Science
Worldview

Sample Articles


