Indigenous Pedagogy
and Perspectives:

A Bibliography of Resources

July 2017

Stewart Resources Centre
Saskatchewan Teachers’ Federation
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*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

Fixico, Donald Lee
**The American Indian mind in a linear world: American Indian studies and traditional knowledge**

Gill, Jerry H.
**Native American worldviews: an introduction**
*Summary*: 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.

McAdam, Sylvia
**Cultural teachings: First Nations protocols and methodologies**
Saskatoon, SK: Saskatchewan Indian Cultural Centre, 2009.
*Summary*: 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. It includes information on the role of Elders.

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)**
*Summary*: This book is a guide to health and well-being in the new world.

Medin, Douglas L.; Bang, Megan
**Who's asking? : Native science, western science, and science education**
*Summary*: The answers to scientific questions depend on who’s asking, because the questions asked and the answers sought reflect the cultural values and orientations of the questioner. These values and orientations are most often those of Western science. In this book, 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. They argue further that scientist diversity — the participation of researchers and educators with different cultural orientations — provides new perspectives and leads to more effective science and better science education. They compare Native American and European American orientations toward the natural world and apply these findings to science education.

305.897 E53
Emberley, Julia
**Defamiliarizing the Aboriginal : cultural practices and decolonization in Canada**

305.897 A797
Stiffarm, Lenore A.
**As we see … : Aboriginal pedagogy**
Saskatoon, SK: University Extension Press, University of Saskatchewan, 1998.

305.897 G751
Grande, Sandy
**Red pedagogy : Native American social and political thought**
*Summary*: 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 K49
Kimmerer, Robin Wall
**Braiding sweetgrass : Indigenous wisdom, scientific knowledge, and the teachings of plants**
*Summary*: An inspired weaving of Indigenous knowledge, plant science, and personal narrative.

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

306.42 I39
Indigenous earth: praxis and transformation
Summary: This book is a collection of essays that bring 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, from Indigenous environmental ethics to cultural heritage and intellectual property. Essays include writers 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 S495
Settee, Priscilla
Pimatisiwin = the good life, global Indigenous knowledge systems

323.1197 F692
For Indigenous minds only: a decolonization handbook
Summary: This book reflects an understanding that decolonizing actions must begin in the mind, and that creative, consistent decolonized thinking shapes and empowers the brain, providing a major prime for positive change. This volume covers a host of new topics and offers additional perspectives on some of the old topics. Included are discussions of global collapse, what to consider in returning to a land-based existence, demilitarization for imperial purposes and re-militarization for Indigenous purposes, survival strategies for tribal prisoners, moving beyond the nation-state model, a land-based educational model, personal decolonization, decolonization strategies for youth in custody, and decolonizing gender roles. Similar to the first volume, the authors do not intend to provide universal solutions for problems stemming from centuries of colonialism. Rather, they hope to facilitate and encourage critical thinking skills while offering recommendations for fostering community discussions and plans for purposeful community action.

342.710872 C247
Cappello, Mike
Aboriginal knowledge and perspectives: identifying, delivering and assessing best practices with middle years students: final report
Regina, SK: University of Regina, 2006.
Summary: The purpose of this report is to describe and engage with the results of an action research project that looks into the use of the Office of the Treaty Commissioner’s Teaching Treaties in the Classroom Kit in Saskatchewan classrooms.

342.710872 T253 OVERSIZE
Teaching treaties in the classroom, grades K-6 [kit]
Summary: Book titles: Teaching treaties in the classroom: a treaty resource guide for kindergarten to gr. 6—The learning circle: five voices of Aboriginal youth in Canada, ages 4-7, ages 8 to 11, ages 12 to 14—Treaty elders of Saskatchewan—Statement of treaty issues: treaties as a bridge to the future—People of the buffalo: how the Plains Indians lived—And they told us their stories—Treaty essential learnings: we are all treaty people—Legacy: Indian treaty relationships—DVD title: Video Library II. DVD 1: Treaties and the law (32:51 min.)—Socio-economic impact of treaties (17:48 min.)—Role of the elders (16:15 min.)—Legislature mace runner ceremony (14:02 min.)—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.
Summary: 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.)—As long as the sun shines (10 min.) DVD titles: Allen Sapp’s art: through the eyes of the Cree and beyond—Treaty video library: A solemn undertaking (14 min.)—As long as the sun shines (10 min.)—Treaties as a bridge to the future (12 min.)—We are all part of treaty (6:34 min.)—A Wisahkecahk story (11 min.)—Building harmony (10:49 min.)—Video library II. DVD 1: Treaties and the law (32:51 min.)—Socio-economic impact of treaties (17:48 min.)—Role of the elders (16:15 min.)—Legislature mace runner ceremony (14:02 min.)—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.
Indigenous philosophies and critical education: a reader

Summary: 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. It engages Indigenous knowledge as far more than a contest of the marginal, thereby challenging the way oppositional knowledge is positioned, particularly in the Western academy.

Culturally sustaining pedagogies: teaching and learning for justice in a changing world

Summary: Prominent educators and researchers propose that schooling should be a site for sustaining cultural practices rather than eradicating them. Chapters present theoretically grounded examples of how schools can support Black, Indigenous, Latinx, Asian/Pacific Islander, South African, and immigrant students as part of a collective movement towards educational justice in a changing world.

Indigenous education: language, culture and identity

Subjects: Indigenous Peoples—Education.
Summary: Indigenous Education is a compilation of conceptual chapters and national case studies that includes empirical research based on a series of data collection methods. The book provides up-to-date scholarly research on global trends on three issues of paramount importance to Indigenous education: language, culture, and identity. It also offers a strategic comparative and international education policy statement on recent shifts in Indigenous education, and new approaches to explore, develop, and improve comparative education and policy research globally. Contributing authors examine several social justice issues related to Indigenous education. In addition to case perspectives from 12 countries and global regions, the volume includes five conceptual chapters on topics that influence Indigenous education, including policy debates, the media, the United Nations, formal and informal education systems, and higher education.

Elders and teachers are Cree-ative collaborators!
Saskatoon, SK: Dr. Stirling McDowell Foundation, 2010.

Summary: 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. Project #186.

370.78 D637 2010
Ochapan: perspectives of Elders and students on the Elders in Residence Program
Saskatoon, SK: Dr. Stirling McDowell Foundation, 2010.
Summary: This research project is an examination of the impact Elders have on students in an Elder in Residence Program. The word ‘ochapan’ comes from the Cree language and is often used to refer to both a great-grandparent and/or a great-grandchild. Project #196.

370.78 D637 2017
Fortier-Fréçon, Naomi; Laing, Leia
The impact of the Treaty 4 Project on students and teachers: learning from our experience
Saskatoon, SK: Dr. Stirling McDowell Foundation, 2017.
Summary: This year-long initiative included a focus on Treaty 4 and Indigenous issues in the classroom. The main goal was for students to explore the idea of treaty citizenship so they could better understand their generation’s relationship with Treaty 4 in Saskatchewan, both today and in the future.

370.8997 J17
Jacobs, Donald Trent
Teaching truly: a curriculum to Indigenize mainstream education
Summary: This book offers K-16 teachers course-specific guidelines for Indigenizing mainstream education. It aims to facilitate greater educational integrity and relevance in the classroom now, without waiting for more reforms to policy, standards or curricula in general.

370.8997071 T161
Tanaka, Michele T.D.
Learning and teaching together: weaving Indigenous ways of knowing into education
Summary: Across Canada, teachers unfamiliar with Aboriginal approaches to learning are seeking ways to weave Aboriginal content respectfully into their lessons. This book introduces an Indigenist approach to education. It recounts how pre-service teachers immersed in a cross-
A cultural course in British Columbia began to practise Indigenous ways of knowing. Working alongside Indigenous wisdom keepers, they transformed earth fibres into a mural and, in the process, their own ideas about learning and teaching. By revealing how these students worked to integrate Indigenous ways of knowing into their practice, this book opens a path for teachers to nurture Indigenist cross-cultural understanding in their classrooms.

371.102 G698
Goulet, Linda; Goulet, Keith
Teaching each other: Nehinuw concepts and Indigenous pedagogies
Summary: 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.

371.82997 B336
Battiste, Marie
Decolonizing education: nourishing the learning spirit
Saskatoon, SK: Purich Publishing Ltd., 2013.
Summary: 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, the author proposes a new model of education. She argues that the preservation of Aboriginal knowledge is an Aboriginal right and a right preserved by the many treaties with First Nations. Education reform must reject the racism inherent in colonial systems of education, and reposition 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
Developing a culturally responsive school division: final report
Miscellaneous, 2008.
Subjects: Native children—Education—Saskatchewan.
Summary: This study included two action research sites: Pleasant Hill Community School and Mount Royal Collegiate. It also included networking with the Alaskan Native Knowledge Network and the Alaskan Dept. of Education.
371.82997 I39
Nee-Benham, Maenette K. P. (Ed.)
**Indigenous educational models for contemporary practice: in our mother’s voice**
*Subjects*: Native language and education—Case studies. Indigenous Peoples—Education.

371.82997 K96
Kumar, Malreddy Pavan
**Seeing ourselves in the mirror: giving life to learning: executive summary and highlights**
*Summary*: This document 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 L253
**Land-based learning: a case study report for educators tasked with integrating Indigenous worldviews into classrooms**
Toronto, ON: Canadian Education Association, 2017.
*Summary*: Printed from internet.

371.82997 S452
**Seeking their voices: improving Indigenous student learning outcomes**
Regina, SK: University of Regina, 2014.
*Summary*: Printed from the internet.

371.82997 T723
Toulouse, Pamela Rose
**Beyond shadows: First Nations, Métis and Inuit student success**
Ottawa, ON: Canadian Teachers’ Federation, 2013.
*Subjects*: Native Peoples—Education—Canada.

371.82997 T725
Toulouse, Pamela Rose
**Achieving Aboriginal student success: a guide for K to 8 classrooms**
*Summary*: 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
The strategies and information in this resource are about building bridges between cultures that foster respect, appreciation, and understanding.

371.82997 T725
Toulouse, Pamela Rose
What matters in Indigenous education: implementing a vision committed to holism, diversity and engagement

371.82997 W359
Ways of knowing: Native knowledge and Western science
Portland, OR: Northwest Regional Educational Laboratory, 2003.
Subjects: Indian philosophy. Indians of North America—Education.
Summary: This book provides valuable resources 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.
Summary: The chapters in this book are the culminating projects of 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.

371.82997071 O82
Oski-pimohtahtamwak otayisiniwiwaw = they are into their new journey to knowledge
Fort Qu’Appelle, SK: Bert Fox Community High School, 2017.

371.82997071 T725
Toulouse, Pamela Rose
Achieving Indigenous student success: a guide for secondary classrooms
Summary: This book provides strategies, lessons, and hands-on activities that support both Indigenous and non-Indigenous learners in the secondary classroom. While the author’s primary
focus is the needs of Indigenous students, this book is for all teachers of grades 9-12 who are looking for ways to infuse Indigenous world-views into their courses.

371.82999442 B622
Bishop, Russell; Berryman, Mere
Te kōtahitanga. Towards effective education reform for Indigenous and other minoritised students
Summary: 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 that began in Te Kotahitanga with the implementation of a culturally responsive pedagogy of relations in classrooms.

372.35 G786
White, Kelli
Knowledge sharing fair: an inquiry approach to integrating Indigenous knowledge
Saskatoon, SK: Greater Saskatoon Catholic Schools, 2010.
Subjects: Science—Study and teaching (Elementary)—Saskatchewan. Science projects. Indians of North America—Study and teaching (Elementary)—Saskatchewan. Native Peoples—Study and teaching (Elementary)—Saskatchewan.

373.182999442 T267
Te kōtahitanga. Phase 3, Whānaungatanga: establishing a culturally responsive pedagogy of relations in mainstream secondary school classrooms
Summary: The overall aim of this project has been to investigate how to improve the educational achievement of Māori students in mainstream secondary school classrooms.

378.017 G775
Graveline, Fyre Jean
Circle works: transforming Eurocentric consciousness

398.208997 A673
Archibald, Jo-ann
Indigenous storywork: educating the heart, mind, body, and spirit

Summary: 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

398.20978 M368
Marshall, Joseph
Returning to the Lakota way: old values to save a modern world
Subjects: Tales—Great Plains. Teton Indians—Folklore.
Summary: The teaching stories found in each chapter provide lessons that open our eyes to universal qualities and practices passed down over many generations. From the hunting adventures of the raven and the wolf, we discover the importance of tolerance; the actions of the grasshopper highlight the value of patience; and the experiences of a young man named Walks Alone show us the benefit of silence and turning within.

497.323 M165
McLeod, Neal; Wolvengrey, Arok
100 days of Cree
Subjects: Cree language—Vocabulary.
Summary: Based on a series of Facebook posts, the 100 short chapters or “days” in this book present chains of related words, some dealing with the traditional—the buffalo hunt, the seasons—and others cheekily capturing the detritus of modern life—from internet slang to Johnny Cash songs to Viagra.

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


500.8997 L438
Michell, Herman

Learning Indigenous science from place: research study examining Indigenous-based science perspectives in Saskatchewan First Nations and Métis Community Contexts
Saskatoon, SK: Aboriginal Education Centre, University of Saskatchewan, 2008.
Summary: The overall goal of the project was to investigate the inclusion of First Nations and Métis perspectives in the Saskatchewan school science curriculum as a way to improve the achievement levels of Aboriginal students.

704.0397 L253

The land we are: artists and writers unsettle the politics of reconciliation
Summary: Using visual, poetic, and theoretical language, the contributors approach reconciliation as a problematic narrative about Indigenous-settler relations, but also as a site where conversations about a just future must occur. The result of a four-year collaboration between artists and scholars engaged in resurgence and decolonization, this book is a moving dialogue that blurs the boundaries between activism, research, and the arts.

970.00497 G575
Goble, Paul

All our relatives: traditional Native American thoughts about nature
Summary: Through stories from the olden days and art that meticulously reflects traditional designs and colors, the author 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.

970.41 G781
Gray, Lynda

First Nations 101: tons of stuff you need to know about First Nations people
Summary: Overview of the diverse and complex lives of First Nations people with subjects including veterans, youth, urbanization, child welfare, appropriate questions to ask a First Nations person, feminism, the medicine wheel, Two-spirit (LGBTQ), residential schools, the
land bridge theory, and language preservation. The author endeavours to leave readers with a better understanding of the shared history of First Nations and non-First Nations people, and ultimately calls upon all of us – individuals, communities, and governments – to play active roles in bringing about true reconciliation between First Nations and non-First Nations people.

971.00497 F527

**First Nations, first thoughts : the impact of Indigenous thought in Canada**
*Summary*: 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 T763

**Traditional teachings : a journey from young child to young adult [DVD]**
Saskatoon, SK: Saskatchewan Prevention Institute, 2012.
*Summary*: This set of two DVDs and a 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, in his or her own way, describes 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. 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**
*Subjects*: Native Peoples—Study and teaching—Canada. Native Peoples—Treaties—Study and teaching—Canada.
*Summary*: 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.
Vowel, Chelsea  
**Indigenous writes: a guide to First Nations, Métis and Inuit issues in Canada**  
*Summary:* This book’s thirty-one essays discuss various issues related to the Indigenous experience in Canada from the time of first contact to the present.  

971.004973 G138  
Gaikezheyongai, Sally  
**The story of the seven fires. Teaching manual**  
*Summary:* This resource presents a historical perspective on the evolution of relationships between First Nations and Canadian communities and includes a DVD.  

971.049713 S979  
Switzer, Maurice  
**We are all … treaty people**  
*Summary:* This book explains the history of the Anishinaabeg, or Anishinabek nations. The nations of Ojibwa, Chippewa, Odawa, Mississauga, Potawatomi, Algonquin, and Delaware peoples are described. This book gives the history of the culture, values, co-existence, Seven Years War, treaties, Oka, and present day events. First Nations, Inuit and Métis content and perspectives are included. This resource supports the “Teaching of Treaties in the classroom.”  

971.200497 F517  
Fiola, Chantal  
**Rekindling the sacred fire: Métis ancestry and Anishinaabe spirituality**  
*Summary:* Why don’t more Métis people go to traditional ceremonies? How does going to ceremonies impact Métis identity? In this book, the author 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, the author 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 Euro-Canadian cultures and spiritualities.

971.300497 W586
White, Louellyn
**Free to be Mohawk : Indigenous education at the Akwesasne Freedom School**
*Summary*: Akwesasne territory straddles the U.S.-Canada border in upstate New York, Ontario, and Quebec. In 1979, in the midst of a major conflict regarding self-governance, local traditional Mohawks asserted their sovereign rights to self-education. Concern over the loss of language and culture and clashes with the public school system over who had the right to educate their children sparked the birth of the Akwesasne Freedom School (AFS) and its grassroots, community-based approach. This book traces the history of the AFS, a tribally controlled school operated without direct federal, state, or provincial funding, and explores factors contributing to its longevity and its impact on alumni, students, teachers, parents, and staff.

971.82997 T253
**Teaching Indigenous students : honoring place, community, and culture**
*Summary*: This book puts culturally based education squarely into practice. The book brings together new and dynamic research from established and emerging voices in the field of American Indian and Indigenous education. All of the contributions show how the quality of education for Indigenous students can be improved through the promotion of culturally and linguistically appropriate schooling.

FR 398.208997 L814
Locke, Kevin
**L’envol de l’aube : un récit Lakota**
*Summary*: Long ago, when a great flood cleansed the land of unhappiness, the Grandfather sent Wanjblí the eagle to save one virtuous member of the human race and teach her how to live a good life. The eagle is a powerful symbol of courage, wisdom, and strength. In this book the author shares an inspiring vision of unity and hope for a new generation teaching children to recognize the eagle in themselves and others and always to soar above the darkness into the light.

**THESES DEB**
Debray, Andrew Joseph
**Pahkesewin pedagogy**
Summary: Project (Master of Education in Education Foundations—Indian and Northern Education Program)—University of Saskatchewan, 2005.

THESES GIL
Gilchrist, Brenda
Integrating Aboriginal content and perspectives:
Miscellaneous, 2005.
Subjects: Native Peoples—Study and teaching—Saskatchewan. Native Peoples—Education—Saskatchewan.
Summary: Project (Master of Education in Curriculum Studies) — University of Saskatchewan, 2005.

On order:
Archibald, Jo-ann; Hare, Jan; Xiiem, Q’um Q’um (Eds.)
Learning, knowing, sharing: celebrating successes in K-12 Aboriginal education in British Columbia

Information File

Indigenizing Curriculum
Indigenous Education
Indigenous Knowledge
Integrating Aboriginal Content and Perspectives into Curriculum
Land-Based Education
Place-Based Education
Worldview