

Universities and Schools Working Together to Combat Racism towards Indigenous Peoples

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We acknowledge the traditional territories of the Blackfoot and the people of the Treaty 7 region in Southern Alberta, which includes the Siksika, the Piikuni, the Kainai, the Tsuut'ina, and the Stoney Nakoda First Nations. I would also like to note that the University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Mohkinstsis" which we now call the City of Calgary. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Agenda

- 1. Racism towards Indigenous peoples**
- 2. The research**
- 3. Sharing Resources**
- 4. Phase II of the research**

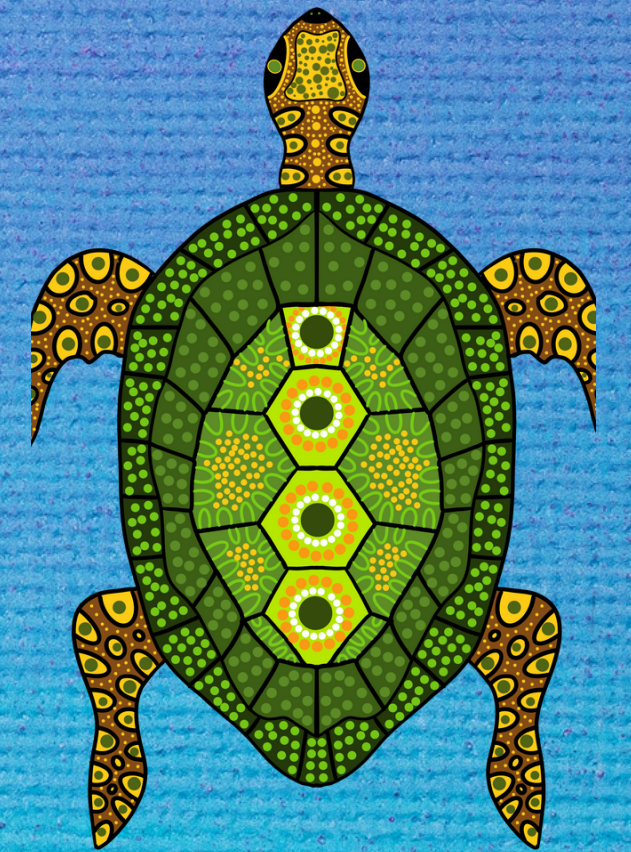


Impetus for the Research

TQS #5 (2018)

Applying Foundational Knowledge about First Nations, Métis and Inuit 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

The findings for an earlier research study by the same researcher team identified that faculty, mentor teachers, and field experience supervisors were afraid of doing the wrong thing and of accidentally being disrespectful (Burns et al., 2022).



Theoretical framework- Critical Race Theory

- **Storytelling**
- **Experiential knowledges**

Methods

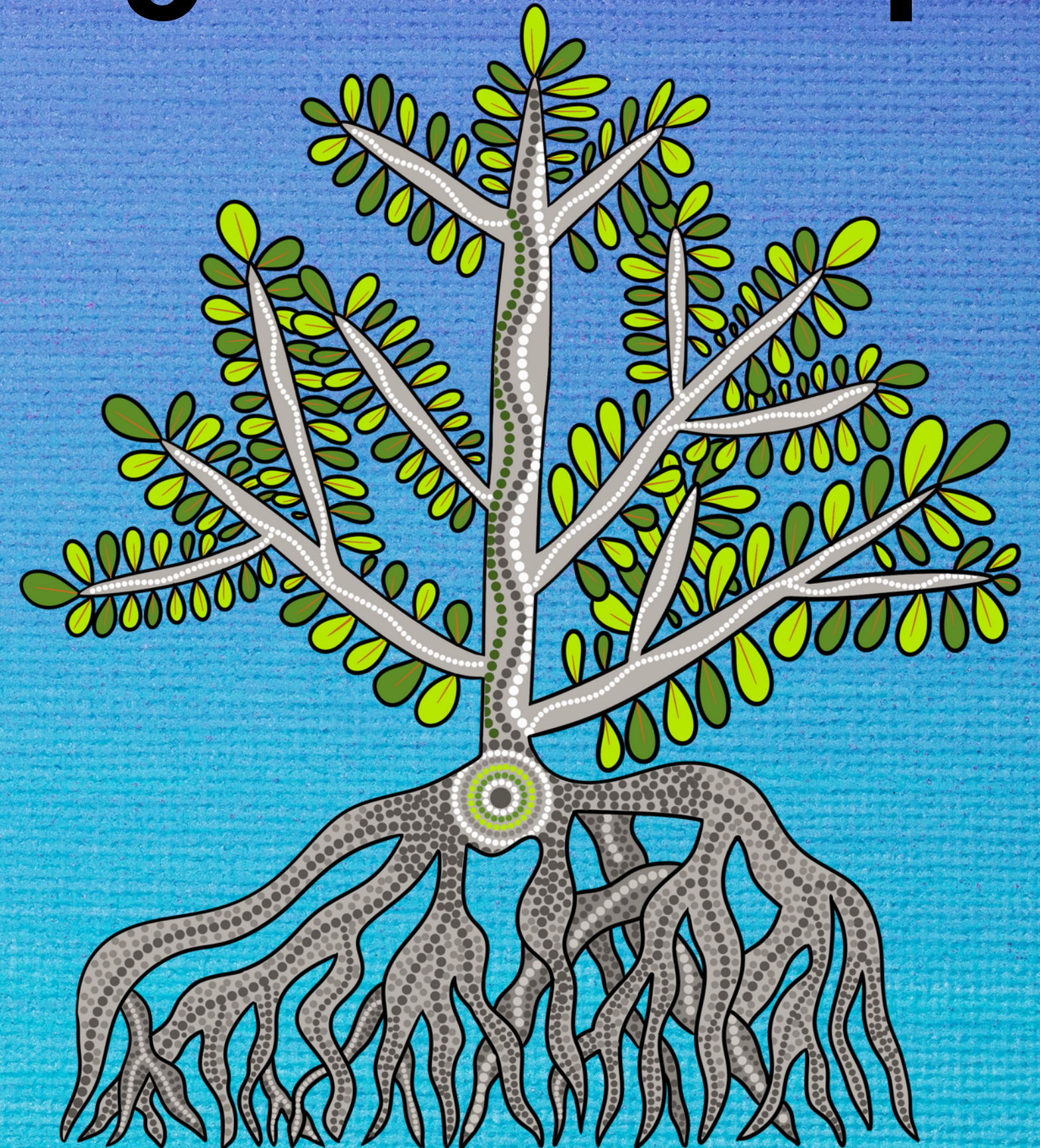
- **Survey**
 - **quantitative**
 - **qualitative**
- **Collaborative data analysis**



Racism Towards Indigenous Peoples ➤

Racism is an issue that impacts the wellness of Canadian society as it erodes social cohesion by weakening social bonds. The Government of Canada (2019) has identified the role of public education and awareness in eliminating racial discrimination and inequality as part of its anti racism strategy.

Anti-racism theory fails to acknowledge racism towards Indigenous people in Canada (Lawrence & Dua, 2005) instead it adopts a multicultural lens that presents all peoples are settlers.

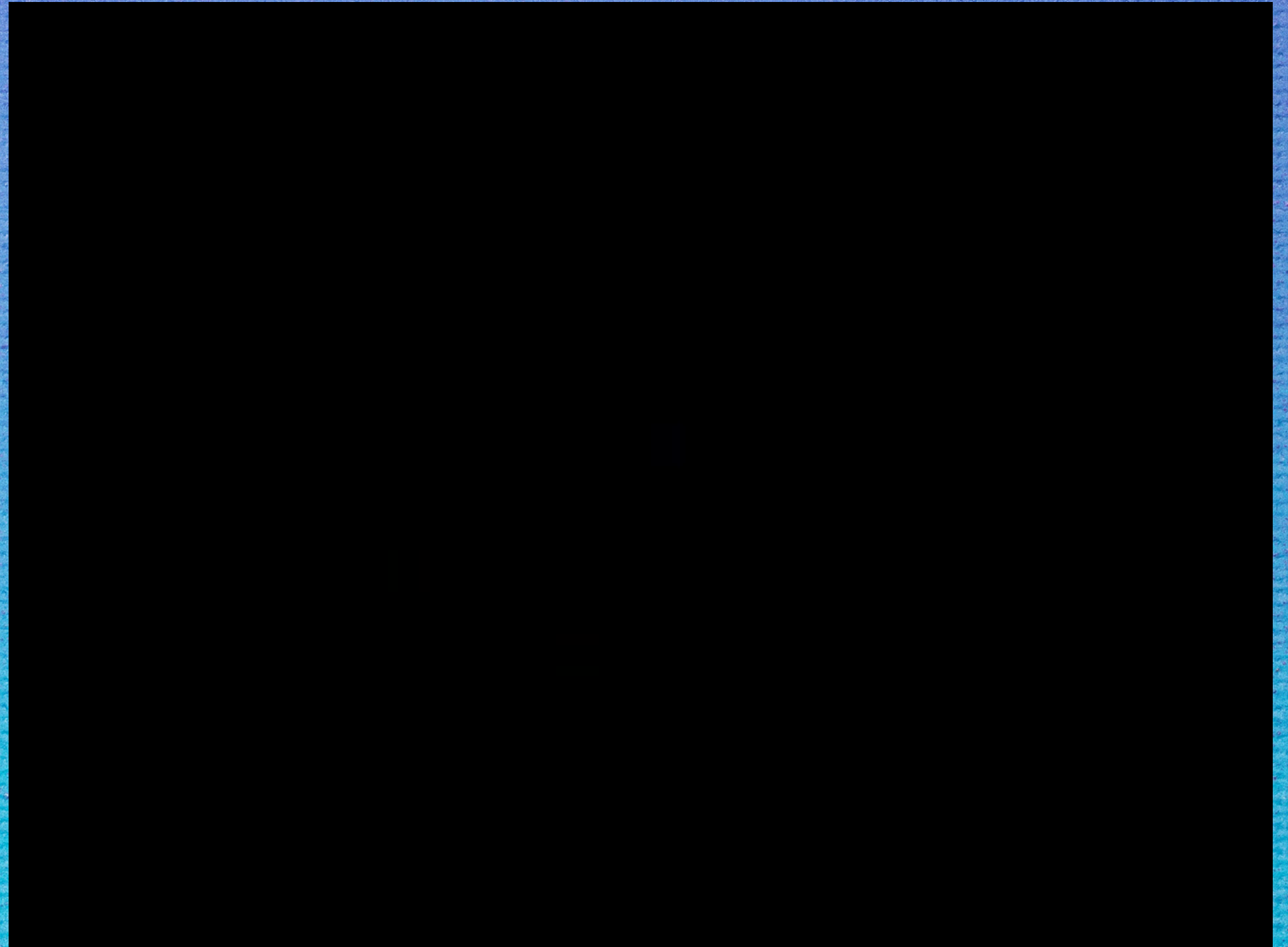


The Problem



How Racism Continues to Negatively Impact Indigenous Peoples

Systemic racism towards Indigenous peoples results in an imbalance of power and resources which negatively impact Indigenous peoples and extends through all levels of society resulting in limited healthy food choices, inadequate living conditions and substandard health care for Indigenous peoples (Leyland, et al., 2016).





Timeline of Indigenous Education

1830s

Indian Residential Schools began to open in Canada

1996

Gordon Residential School in Punnichy, Saskatchewan, the last Indian Residential School closed

Thursday, Sept 13, 2007

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) was adopted by the General Assembly

June 2015

Truth and Reconciliation Commission of Canada: Calls to Action

December 2015

Government of Canada accepts the Truth and Reconciliation Commissions Final Report

October 2020

Alberta Teacher Quality Standard Implemented

June 16, 2021

Canada's Senate voted to pass Bill C-15, the United Nations Declaration on the Rights of Indigenous Peoples Act (the UNDRIP Act or the Act), into law



Increasing Awareness Through B.Ed. Programs



Integrating Indigenous content
and perspectives into the school
system

When learners receive information about
marginalized groups and actively
participate in the learning, racism can be
reduced (Pederson, et al., 2011)

The Research Question

How are B.Ed. programs and teachers in Alberta
taking up the work of antiracism by integrating
Indigenous perspectives into their
programming?



Combating Racism towards Indigenous Peoples through the Inclusion of Indigenous Perspectives in the Classroom: Bachelor of Education Programs and Schools Working Together

Ten Bachelor of Education Program in Alberta

1. University of Calgary (Werklund)
2. University of Lethbridge
3. Ambrose University
4. Mount Royal University
5. St. Mary's University
6. The King's University
7. University of Alberta & Faculty St. Jean (U of A)
8. Medicine Hat College
9. Burman University
10. Concordia University of Edmonton

Stage One

Institutional Survey

Each institution responded to seventeen questions about how their B.Ed. program integrated Indigenous perspectives



Data Collection Methods



Survey

Between July and December 2021, each institution completed a survey designed to learn how they integrated Indigenous perspectives into their Bachelor of Education programs

Collaborative Data Analysis

In January 2022 the ten institutions came together to discuss findings

1. What surprised you about your institution's data?
2. What does this data tell you about how your program is incorporating Indigenous perspectives?
3. Is there room for improvement in your program? If so, where?
4. How can we work together to improve?
5. How can we combat racism towards Indigenous peoples through our collaboration?
6. How can we work with schools to combat racism towards Indigenous peoples?



Quantitative Results

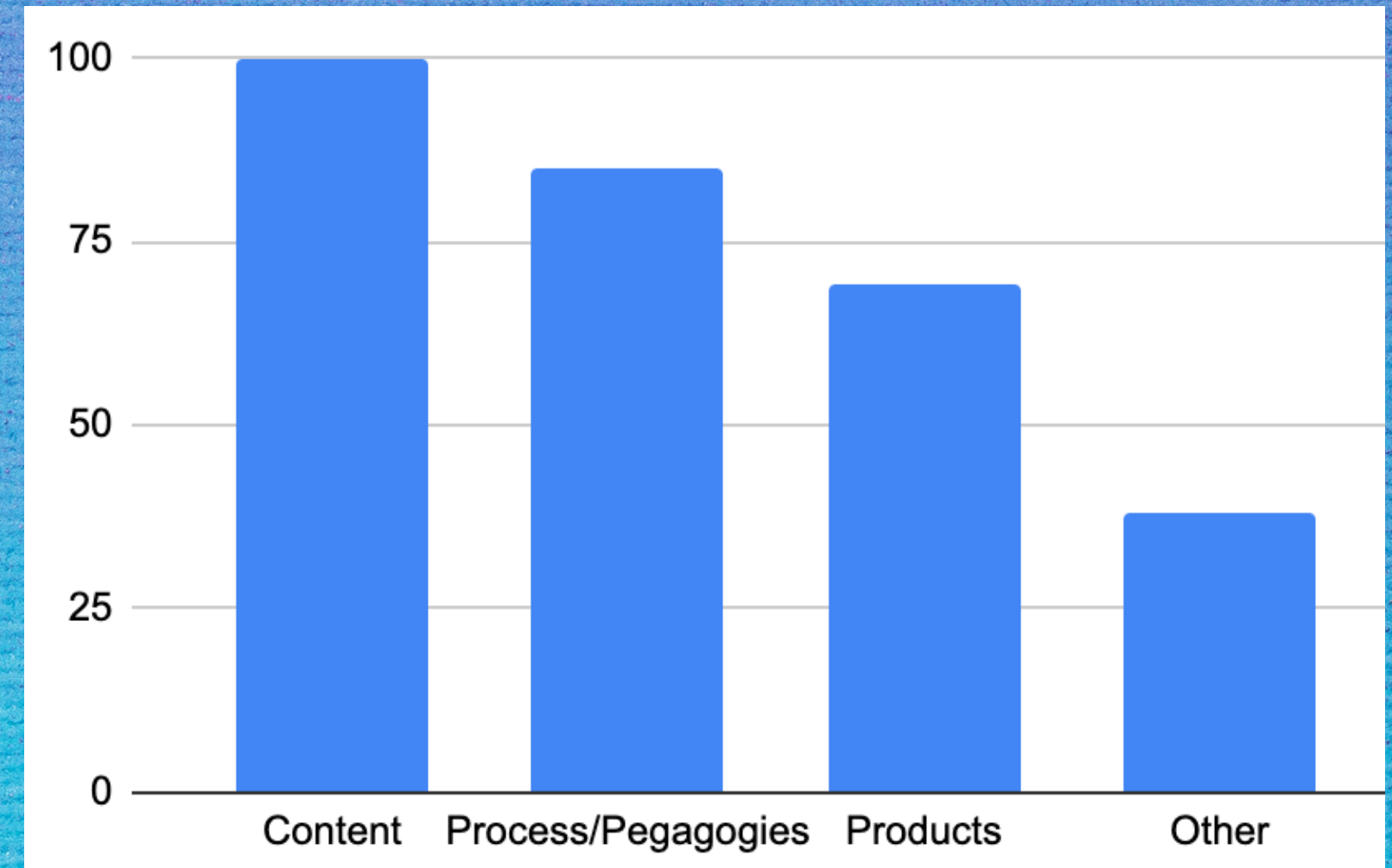


100% Content

80% Process/Pedagogies

70% Products

40% Other



PROCESS

80%

Storytelling

Circles

Land Based

Music

Drama

Protocols

Indigenous Dancing

Land Acknowledgements

Witnessing

Guest Speakers

PRODUCT

70%

Lesson Plans

Designing a Resource

Learning Artefacts

Visual Essays

Presentations

Papers

Videos

Case Studies

Meta Cognitive Assignments

Group Sharing

CONTENT

100%

History

Colonization

Curriculum

Education Policies

Residential Schools

Literature

Treaties

Medicine Wheel

Indian Act

Indigenous Resources

WORKSHOPS

80%

ATA Workshops

PD Sessions

KAIROS Blanket Exercise

Elder Speaker Series

ESA Events

CONFERENCES

30%

CSSE Conference

AERA Conference

IDEAS Conference

Indigenous Education

Conference

WestCast Conference

OTHER

80%

Experiential Learning

Opportunities

Truth & Reconciliation Day

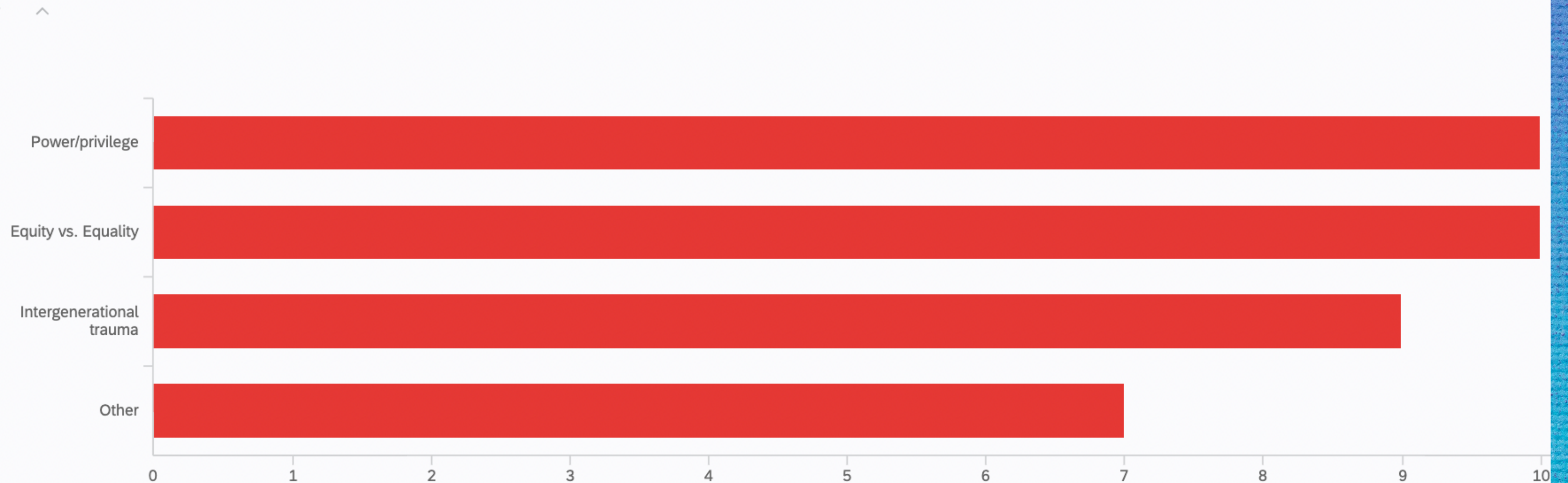
Guest Speakers

Indigenous Student

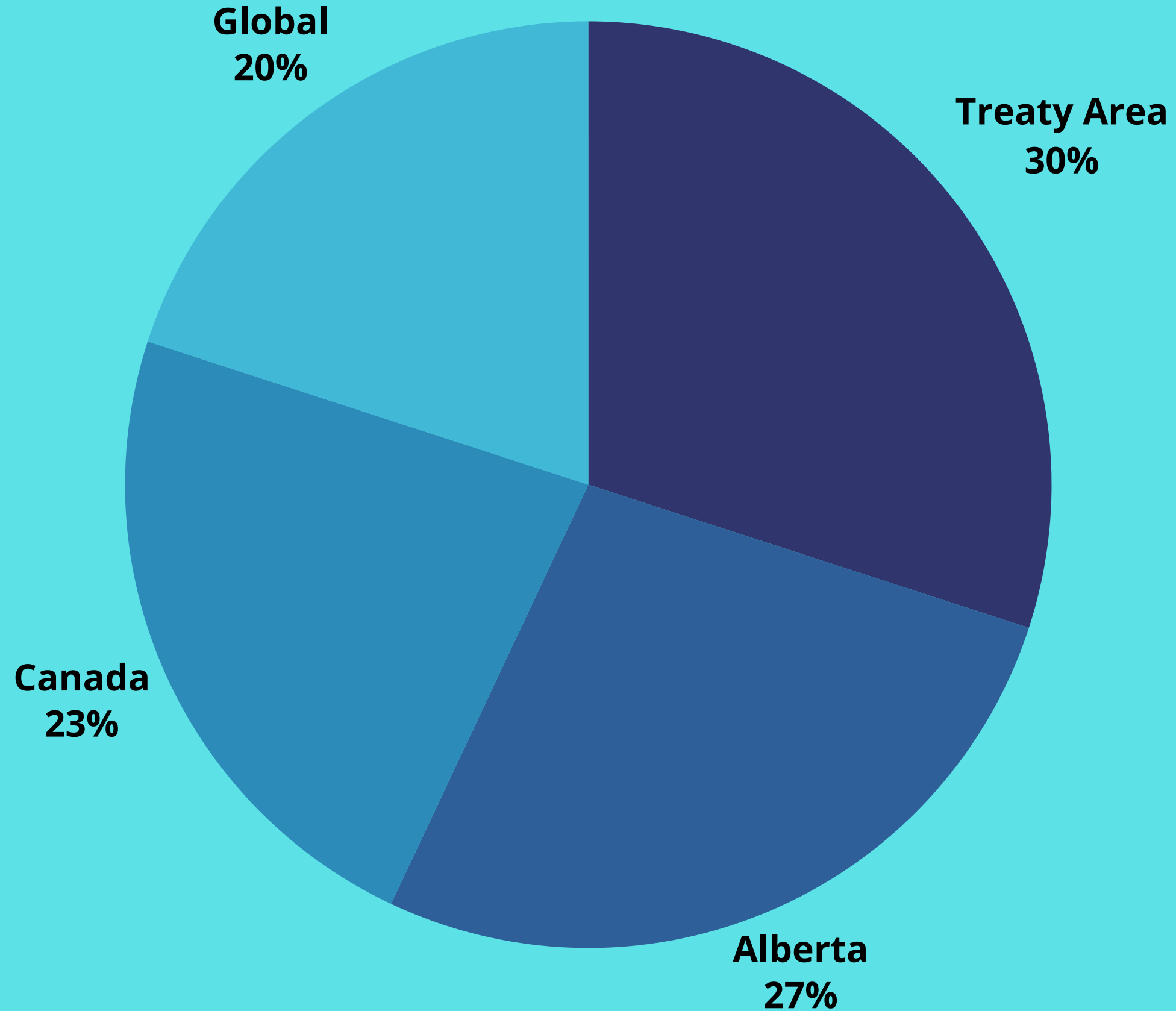
Gatherings

Social Justice Concepts

(a) - If so, which concepts of social justice are incorporated?



Indigenous Content



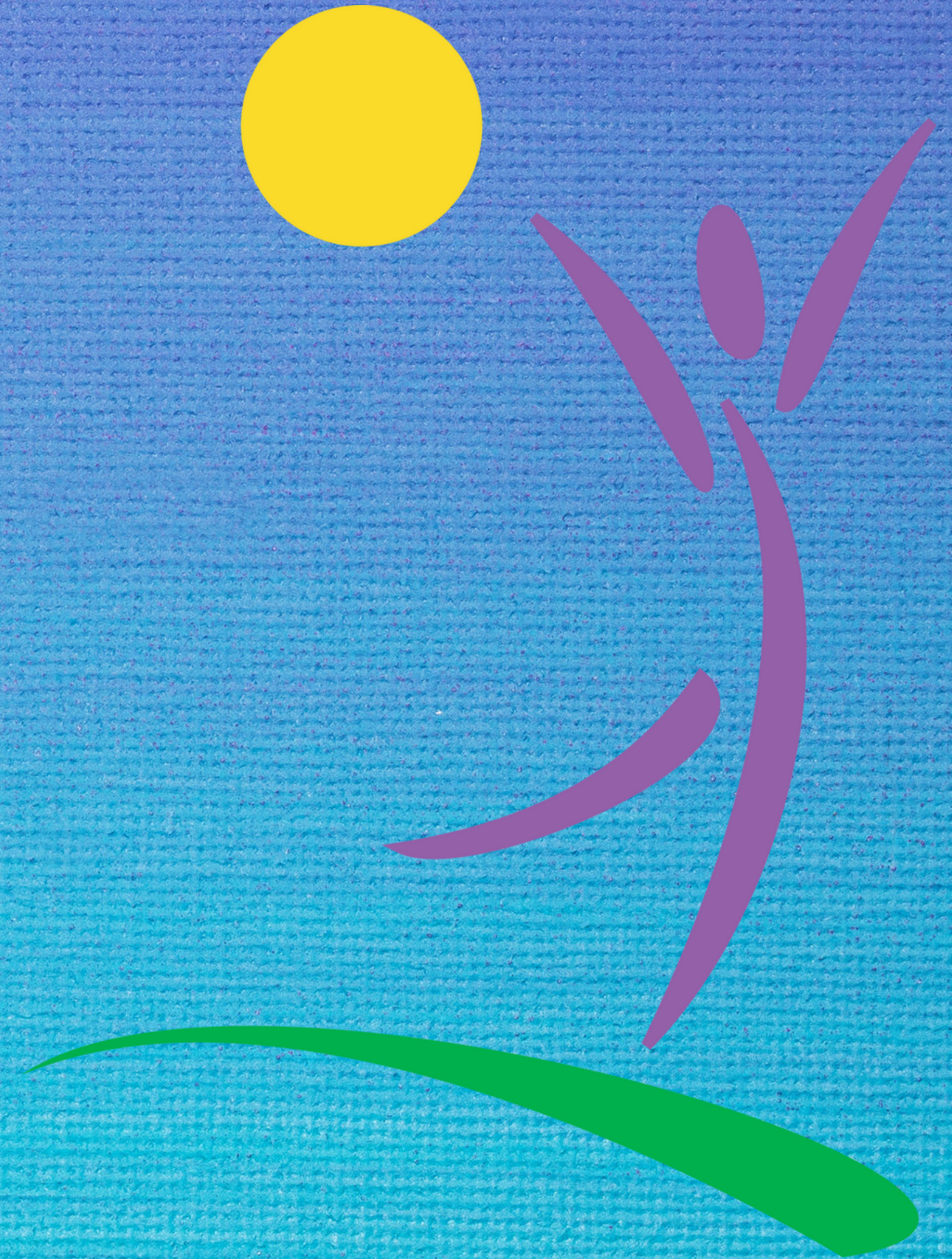
Indigenous Expertise

100% Reported Indigenous Faculty Members Were Involved in the Design and Delivery of Indigenous Courses.

The Number of Indigenous Faculty Ranged from One Sessional to Five Indigenous Faculty

30% Other: Video, Family, Indigenous Staff, ATA

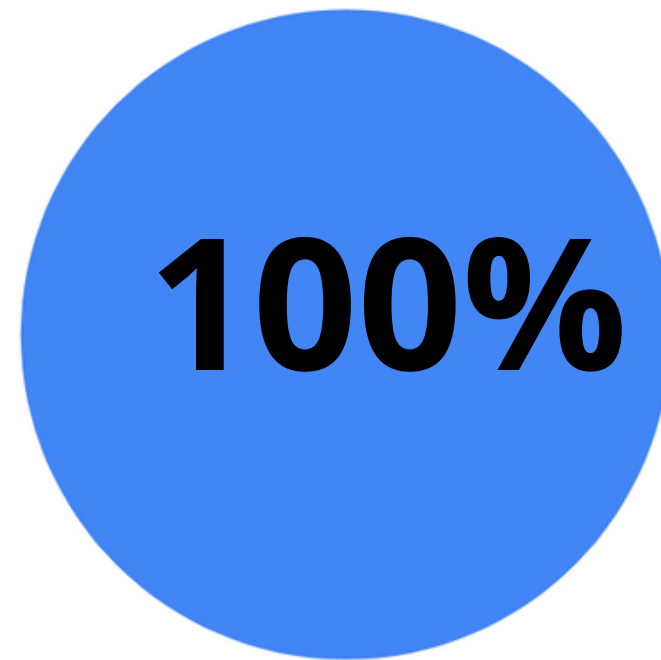
**What percentage of
BEd. Programs
encountered
challenges and
success?**



Challenges & Success

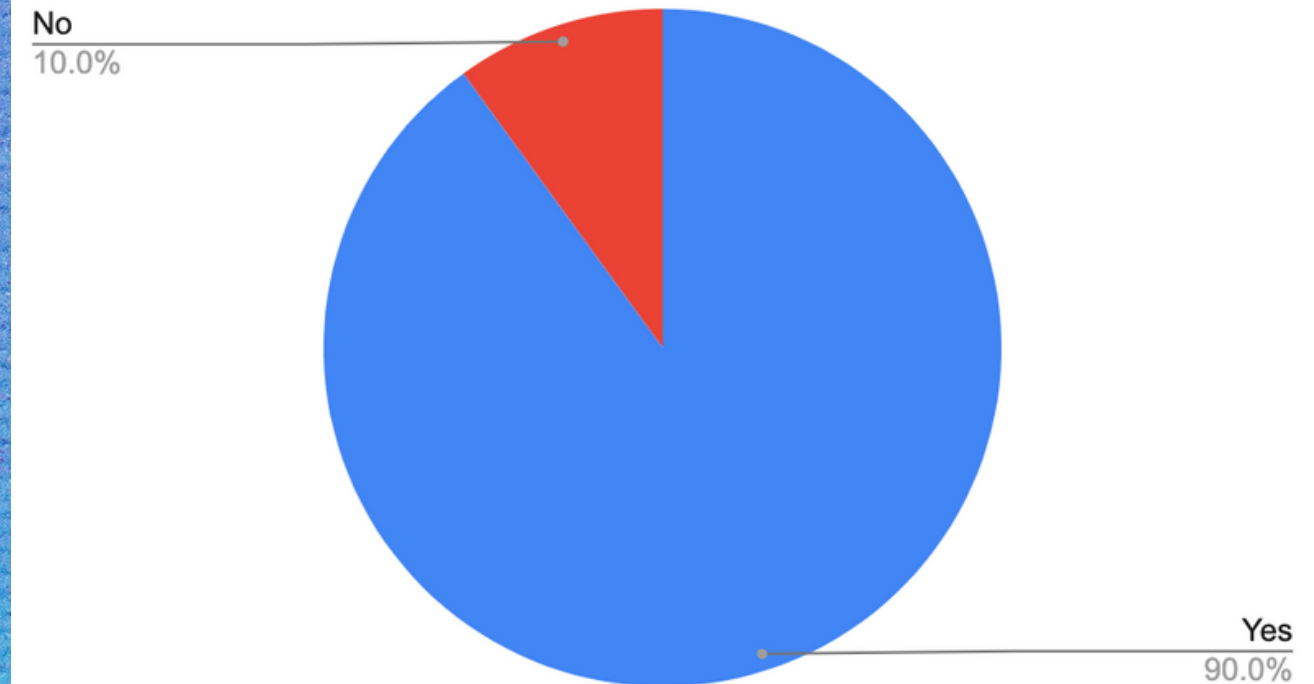


Percentage of Institutions that encountered challenges



COVID-19 pandemic, budgets/financial, uncertainty to how to include Indigenous perspectives in some disciplines, lack of time to tackle in depth exploration/learning, lack of permanent Indigenous faculty

Percentage of Institutions that encountered successes



Integration into practicum (including in lesson design), land-based learning, positive feedback from schools, student enthusiasm and reconnecting to Indigeneity, and Indigenous faculty mentoring, increased allyship



90% Indicated Plans to Further the Integration of Indigenous Perspectives

70% TQs 5 Impacted Integration
20% TQs 5 Probably Impacted Integration
10% Indicated TQs 5 Might or Might Not Have Impacted Integration

80% Indicated they Worked with Schools to Further Integration

- Field Experience
- Research Projects
- Providing Resources

Ideas for Furthering Integration

- Shared PD
- Work with Teachers who are good at Integration
- Community/Schools/Faculty Working Together
- Celebrate Together

How Will You Know When the Integration of Indigenous Perspectives Has Been Successful?

Students are Confident***

Knowledge Keepers on Campus**

Lesson Plans **

More Indigenous Students, Faculty, Elders

Graduate Exit Surveys

Success is an ongoing journey

When We Understand Colonization

When our Students Experience Changes (misconceptions, racism)

Stronger Relationships with Indigenous Community



Ideas for How Schools and B.Ed. Programs Can Work Together to Combat Racism Towards Indigenous Peoples

Talk about Racism in Class

First Person Stories

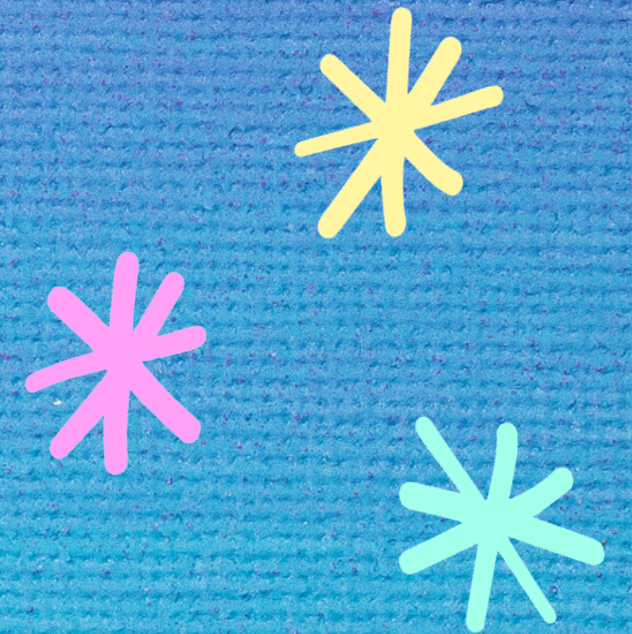
Decolonize

Mandatory Workshops

Permanent Funding

Integration in Every Course

Protected Spaces for Indigenous Students



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Examining the Braiding and Weaving of Indigenous Ways of Knowing, Being, and Doing in Alberta Teacher Education

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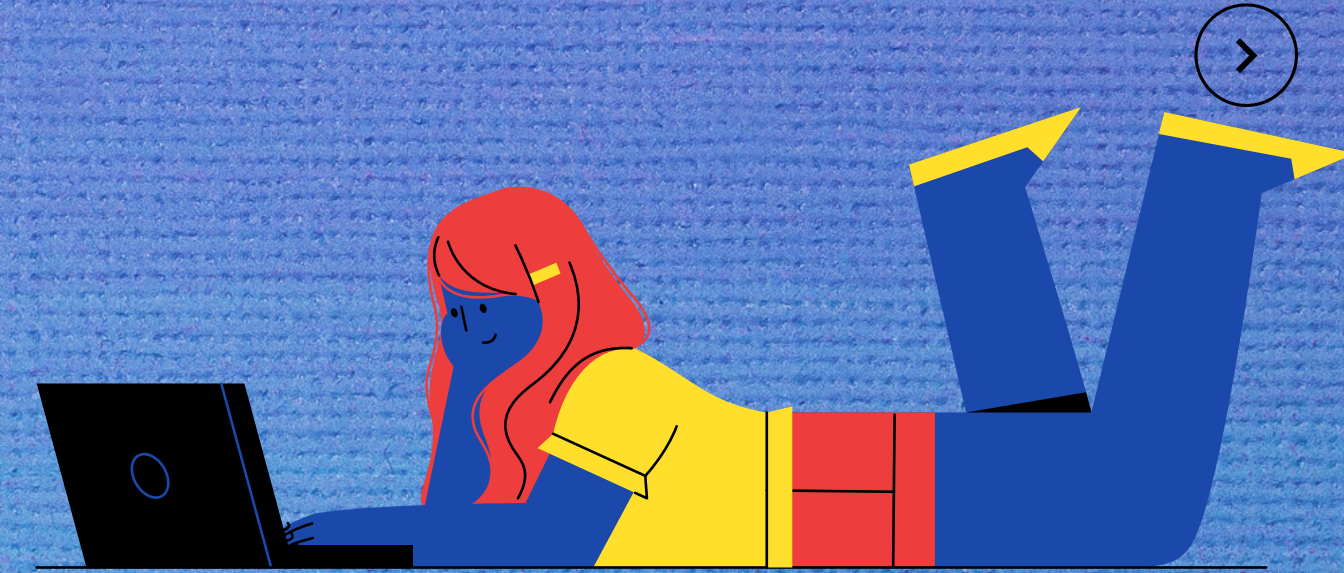
Issue

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Section

ARTICLES

Next Phase II: Surveys, Interviews and Podcasts with Teachers



Applying for Ethics from School Boards to Survey Teachers

Each institution plans to survey 1000 mentor teachers
beginning in the spring



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