

SICC FNLKC Abstract

Workshop Title: 4 Directions 4 Connections Resiliency at its Best

Name of Presenters: Joline Mearon-Bull, Charlene Barclay

Joline Mearon-Bull (jbull@ualberta.ca/780-316-9334), 611K Michener Park, Edmonton AB, T6H 5A1: Considering CILLDI visions, representing Treaty Six Maskwacis community with grassroots Kispahnahk Tribe. Work in the Peavine Metis Settlement; traditional knowledge understanding and sharing. Academic:

Charlene Barclay (cbarclay@ualberta.ca/780-850-1936), 10719 58th Ave, Edmonton AB, T6H 1B9: Considering CILLDI visions, representing Treaty Six contemporary curriculum education perspectives within culturally responsive pedagogy while teaching within district 7, Edmonton Public school board.

Abstract: We will explore the differences and similarities among the diverse Indigenous language and cultures and examine the restoration, practice and application of Cree language and culture revitalization efforts utilizing cultural knowledge within everyday experiences within a culturally responsive Canadian context and classroom. This is important for the future of a healthy, well balanced Canada; a country where the knowledgeable and skilled people and the exquisite land are not only interrelated but are weaved together. This primary partnership between land and people is the strong foundation in educating our young people for the 21st century and the unknown future.

It is significant and imperative that we share our discoveries and we look forward to further expanding the perspectives and vision, while listening and observing reflective responses and insightful revelations. Our presentation will build a greater understanding about the nature and complexities of traditional knowledge and how it can weave into contemporary 21st century education. After collaborative examination, we consider the role of traditional pedagogical practices as they apply to Indigenous languages and cultures and created a visual model to share these practices and understandings. When educators and/or students experience our presentation they will commence the journey and weaving vision of traditional pedagogy and practices, within classroom practices.

We will demonstrate an original, developed visual model, incorporating a First Nations, Métis and Inuit pedagogy to preserve language and culture within a classroom setting. We consider an honorable sharing practice with educators; collaborating on dynamic and respectful ways for integrating, accessing and engaging Indigenous knowledge and oral tradition. We will also present an understanding of what is meant by First Nations, Métis and Inuit worldviews, spirituality, Indigenous knowledge and oral tradition while acknowledging and respecting diversity across the community, classroom and country. We are all treaty people.

Learning Outcomes:

By the end of this workshop, participants will:

- Make authentic connections between contemporary and traditional worlds and learning pathways
- Access the website use for students and teachers, and future access
- Access culturally responsive pedagogy and teaching support articles and studies
- Make sample lesson plans for educators
- Make curriculum connections for educator and student perspectives and visions
- Have mentor contact support