



Innovate, Ignite, Impact, Influence:
THE FUTURE OF INDIGENOUS
TEACHER EDUCATION



June 5-7, 2023

Treaty 7 Territory
Homeland Of The Métis, Region 3
Calgary, Alberta

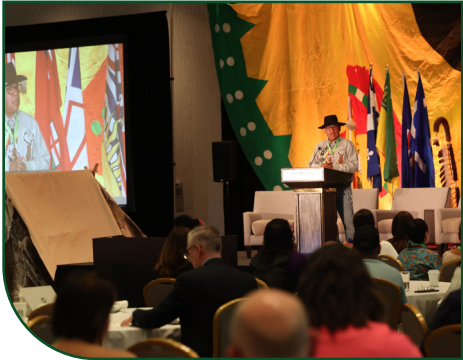
Summit Report



Fondation
Rideau Hall
Foundation

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Introduction from Co-chairs

In June 2023, the Rideau Hall Foundation (RHF) gathered over 200 participants from the Indigenous Teacher Education sector and beyond for three days of celebration, recognition, and acknowledgment of the work being done towards the self-determination and reclamation of education into the hands of Indigenous teachers.

With leadership from the RHF's National Advisory Committee on Indigenous Teacher Education (NACITE) and its co-chairs, Roberta Jamieson and Mark Dockstator, we were proud to bring together students, teachers, administrators, and Elders in Treaty 7/Métis Homeland Region 3. We learned from, connected with, and celebrated champions of Indigenous Teacher Education. This event was in support of the RHF's goal to dramatically increase the numbers of First Nations, Inuit, and Métis teachers across Canada.

“Over the three days of the Summit, there were many new friends made and existing relationships strengthened. As you'll read in this report, we heard from Indigenous Teacher Education leaders, experts, and knowledge keepers who shared with us their dedicated work, sound advice and hopes for a strong and successful future on our own terms. Those who attended were able to open their minds to new, innovative, or other traditional ways of doing and explore how these varying perspectives could serve emerging teachers and the generations to come. We are thankful Treaty 7 and Métis Homeland Region 3 leadership and the many Elders who very generously welcomed us to their territory and for their hospitality.

While it was a first step, our hope at the Rideau Hall Foundation and on behalf of the National Advisory Committee on Indigenous Teacher Education is that this gathering will open a new door towards collaboration and towards increasing the numbers of First Nations, Inuit and Métis teachers across Canada. We believe this initiative stands to have a profound impact from coast to coast to coast and for generations to come. We are thankful to all our attending Elders, speakers, attendees and supporters for their time, generosity and spirit.”

– NACITE Co-chairs, Mark Dockstator and Roberta Jamieson



Elders in Attendance

David Serkoak – Inuit Elder and drum dancer

James (Jim) Cardinal – Métis Elder of MNA Region 1

Leonard Bastien/Weasel Traveller – Blackfoot Elder of the Piikani Nation

Maryann Stepien – Métis Elder of Parkland Métis Local

Molly Chisaakay – Dene Elder of Chateh in Treaty 8 Territory

Fred Campiou – Elder of Driftpile in Treaty 8 Territory

Leona Makokis – Cree Elder

Maina Manniapik – Inuit Elder

Vivian Ayoungman – Siksika Elder of Treaty 7 Territory



National Advisory Committee on Indigenous Teacher Education



**Dr. Mark S. Dockstater,
LL. D.**



**Roberta L. Jamieson,
LL. D.**



Aluki Kotierk



Andrea Brazeau



Dr. Annette Trimbee



Dr. David Perley, C.M.



Denise Baxter



Dr. Evelyn Steinhauer



**The Honourable
Steven Point**



Yvette Arcand



Niigaan Sinclair

Summit Agenda | Day 1

Opening Keynote: Celebrating best practices and leadership in Indigenous teacher education strategies: Learning from the Pirurvik Centre

Speaker: Leena Evic (*Pirurvik Centre*)

Panel: Stories of excellence in Métis, Inuit, and First Nations teacher education

Facilitators: Dr. Mark Dockstator (*Trent University, NACITE*)

Speakers: Rebecca Chartrand (*Indigenous Strategy*), Rob Riel (*Winnipeg School Division*), Sheila Pocha (*Gabriel Dumont Institute, SUNTEP*), Peesee Pitsiulak (*Arctic College, NTEP*)

Breakout Session #1: Developing Indigenous Leadership in Education Systems

The roots and the wings: The importance of language and the possibility of technology

Speakers: Shannon King (*7 Generations Education Institute*) and Michael Parkhill (*SayITFirst Inc.*)

Learning from our Elders

Facilitator: Andrea Brazeau (*Teacher in Kangiqsualujjuaq, NACITE member*)

Speakers: David Serkoak (*Inuk Elder*), James (Jim) Cardinal (*Métis Elder*), Dr. Leona Makokis (*Cree Elder*), Molly Chisaakay (*Dene Elder*), Leonard Bastien (*Piikani Elder*)

Land-Based Pedagogy

Speaker: Dr. Kevin Lewis (*University of Saskatchewan*)

Breakout Session #2: Shifting the Narrative on Indigenous Education: Moving from Deficit Model to Abundance

Many Faces of Success

Speakers: Aluki Kotierk (*Nunavut Tunngavik Inc., NACITE member*) and Shelby LaFramboise (*MacEwan University*)

Who is a teacher?

Speakers: Dr. Evelyn Steinhauer (*University of Alberta, ATEP, NACITE member*), Yvette Arcand (*NACITE member*) and Lori-Ann Daniels (*University of Saskatchewan, ITEP*)

Summit Agenda | Day 2

Closing Keynote: What would 10,000 First Nations, Inuit, and Métis teachers mean for Canada?

Speaker: Rebecca Jamieson (Six Nations Polytechnic)

Breakout Session #3: Taking Action: Where do we go from here?

More than teachers, the glue of community

Speaker: Emily Angulalik (Pitquhirnikkut Ilihautiniq, Kitikmeot Heritage Society)

Mobilizing our strengths, empowering our students, promoting pride in identity

Facilitator: Angeline Nelson (University of Winnipeg)

Speakers: TEP students William Tiktaq (Nunavut Arctic College, NTEP), Marlene Essex (Queens, ITEP), Leah McCallum (Gabriel Dumont Institute, NSITEP), Kevin Bouvier (UofA, ATEP)

Leveraging the Truth and Reconciliation Commission Calls to Action

Facilitator: Dr. Annette Trimbee (MacEwan University, NACITE member)

Speakers: Dr. Marie Wilson (Commissioner, TRC of Canada, 2009-2015), and Dr. Lorna Williams (Lil'wat, First Peoples Cultural Foundation and Professor Emerita at the University of Victoria)



The Way Forward

The intent of the Summit was to share experiences and explore ways to reach the goal of 10,000 more First Nations, Inuit, and Métis educators. Keynote speakers and panelists provided thoughts on how the goal can be accomplished, practices that are currently successful, and challenges that will be encountered on the journey.

Wise Practices

Summit speakers and breakout session participants shared current approaches that are contributing to the goal of 10,000 more Indigenous teachers.

Indigenous Community Engagement and Collaboration

- Proactive engagement of the support and wisdom of Indigenous Elders and Traditional Knowledge Keepers.
- Sharing new ideas and creating a sense of teamwork and camaraderie.
- Land-based programs and courses for teachers and education assistants.
- Indigenous teacher and educator circles organized as informal associations.

Partnerships and Vision

- Global cooperation and collaboration, which is providing momentum to Canadian efforts.
- Partnerships and collaboration between education institutions to help to realize visions.
- Vision statements that are worded in the present tense, as though these have already been realized.
- Partnerships with funders enable reaching the full potential of education.

Indigenous Education Institutions and Programs

- Formalized and accredited Indigenous post-secondary institutes of higher learning.
- In Ontario, Indigenous institutes have been successful in getting legislation passed that acknowledges these institutions as a third pillar of secondary education in the province.
- Engaging language speakers and traditional knowledge keepers as professors.
- Establishing programs for the next generation to learn from today's Elders and Knowledge Keepers.
- ITEP helps students through every stage of their education journey.
- Blended delivery of online and in-person instruction; online learning enables small community cohorts to learn with a larger regional group.

Cultural Preservation and Teaching Approaches

- Creation of Indigenous language reading books for children; students create these as a project within their curriculum.
- Students returning to the teachings of ancestors that were disrupted by colonialism are learning by observing, experiencing, thinking, and doing in relation to other beings.
- Instilling life lessons through traditional teachings and blending modern technology with traditional ways.
- Teaching science through nature and tradition.
- Teaching from a trauma-informed pedagogy that focuses on languages and culture, where students are not coming from a position of deficit, but rather from a place of strength.

Achieving the Goal

Establish Partnerships with Indigenous Communities

- Engage in meaningful collaborations with Indigenous communities, leaders, and organizations to gain their insights and support.
- Initiate dialogues to understand the specific needs, challenges, and aspirations of Indigenous communities regarding education and teaching.
- Foster trust and mutual respect through regular meetings, cultural exchanges, and participation in community events.

Enhance Recruitment Efforts

- Develop targeted recruitment strategies to attract Indigenous individuals to teaching careers.
- Actively promote teaching as a viable and fulfilling profession within Indigenous communities through awareness campaigns, mentorship programs, and school visits.
- Offer scholarships, grants, or financial incentives to Indigenous students pursuing teaching degrees.

Create Culturally Responsive Teacher Education Programs

- Collaborate with Indigenous communities, education experts, and curriculum developers to design and implement culturally responsive teacher education programs.
- Incorporate Indigenous perspectives, languages, and pedagogies into the curriculum to better reflect the cultural diversity and values of Indigenous communities.
- Provide training and professional development opportunities for non-Indigenous teachers to enhance their cultural competence and understanding of Indigenous histories, cultures, and worldviews.

Establish Mentorship and Support Program

- Create mentorship programs that connect aspiring Indigenous teachers with experienced Indigenous educators who can provide guidance, advice, and support throughout their journey.
- Develop support networks and communities of practice for Indigenous teachers to foster collaboration, knowledge-sharing, and professional growth.
- Provide ongoing mentorship, coaching, and resources to help Indigenous teachers navigate the challenges they may face in the education system.

Increase Access to Higher Education

- Collaborate with post-secondary institutions to develop bridging programs and scholarships specifically tailored for Indigenous students seeking to pursue teaching degrees.
- Establish partnerships with universities and colleges to provide culturally safe and supportive learning environments for Indigenous students.
- Offer flexible learning options, such as online courses or part-time programs, to accommodate the diverse needs and responsibilities of Indigenous students.

Strengthen Indigenous Language and Culture Programs

- Advocate for the integration of Indigenous language and culture programs within the school curriculum to promote language revitalization and cultural preservation.
- Collaborate with Indigenous language speakers, Elders, and cultural experts to develop curriculum materials and resources that prioritize Indigenous languages and cultural teachings.
- Support initiatives that provide opportunities for Indigenous teachers to teach Indigenous languages and cultural knowledge within schools.
- Advocate for the review and revision of post-secondary and government policies to ensure that barriers to Indigenous education students are removed.

Monitor and Evaluate Progress

- Establish clear benchmarks and indicators to track the recruitment, retention, and success of Indigenous teachers.
- Regularly collect and analyze data on the number of Indigenous teachers entering the profession, their professional growth, and the impact they have on Indigenous students' educational outcomes.
- Use the findings to inform policy decisions, identify areas for improvement, and allocate resources effectively.

Foster Inclusive School Environments

- Implement anti-racist and anti-discriminatory policies that address systemic barriers and promote inclusive practices within schools and education systems.
- Provide professional development opportunities for school administrators and staff to enhance their understanding of Indigenous cultures, histories, and perspectives.
- Create safe and welcoming spaces within schools that celebrate Indigenous cultures and values, fostering a sense of belonging for Indigenous students and teachers alike.

Raise Awareness and Promote Dialogue

- Conduct public awareness campaigns to increase understanding and appreciation of Indigenous cultures, histories, and contributions.
- Organize community forums, workshops, and events that encourage dialogue and collaboration between Indigenous communities, educators, policymakers, and the wider public.
- Engage media outlets to highlight success stories of Indigenous teachers and the positive impacts they have on students and communities.

Barriers and Challenges

Summit speakers and participants offered cautions regarding potential obstacles and speed bumps that may be encountered on the road to achieving the goal of 10,000 more Indigenous educators.

Historical Legacies and Community Empowerment.

The weight of historical legacies is a challenge but there is an energy now that seeks to unleash the potential of communities on Indigenous terms.

Resource Allocation and Program Development.

Indigenous institutions must dedicate precious time and energy to fundraising and accounting rather than developing and improving programs.

Leadership Support and Speed of Progress.

Leadership support is critical to Indigenous education success; without leader support, things can move slowly.

Intergenerational Trauma and Resilience.

It is difficult to withstand factors that come from intergenerational trauma. Racism impacts education and an individual's sense of identity and security.

Support for Students

If students do not have wraparound services, adult sponsors, and supporters their ability to succeed can be impaired. The Indigenous housing crisis impacts students' ability to succeed if they are in overcrowded and unhealthy living conditions.

Ineffective Education System.

There is a lot of attrition in the system as students are still dealing with education structures that are not serving them. Educators are not taught to think critically about what they are teaching.

Representation and Advancement.

The glass ceiling - there are still relatively few Indigenous people in senior administrative positions

Cultural Revitalization and Language Skills.

Many young people have limited on-the-land experience and their language skills need to be strengthened. Many students have never been to a ceremony, have not heard their language, and do not know who they are as Indigenous people. Fluent speakers are told they are not certified or qualified to teach their own language.

Shifting Mindsets and Recognition.

The biggest challenges are changing deficit thinking and mindsets on a national and international level. "We don't have to meet you up there; why don't you meet us where we are. Our knowledge systems are just as valuable." This change dynamic must be passed on to younger colleagues who continue to push forward.

Strategy and Time Management.

Our challenge is time. What is required is a strategy that can be put into action in small, medium, and larger approaches that deliver and measure real results. Inclusive movements require strategy, balance, and listening to make concrete dreams, aspirations, planning, and goals.

Ownership and Intellectual Property.

Because of intellectual property rights, university ownership of knowledge and language is a huge conundrum - Indigenous people must have that ownership.

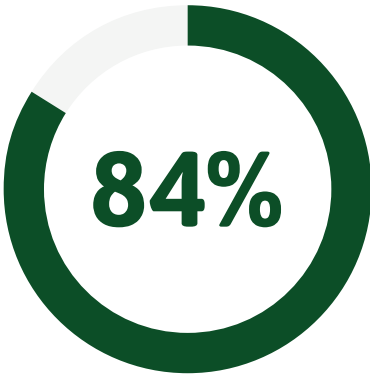
Survey Results

1
Sustained
Funding

2
Language
Education

3
Land-based
Pedagogy

When surveyed, Summit participants indicated that the top 3 most important supports for Indigenous Teacher Education are:



Felt they would benefit from additional financial support



Were unsure or didn't feel they have access to sufficient financial, administrative, or cultural supports

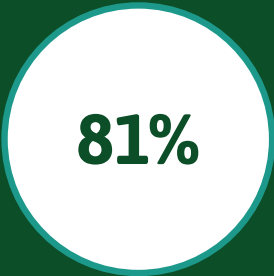


Were unsure or didn't feel that current FNIM teacher education training systems reflect and represent their ways of knowing, doing and being

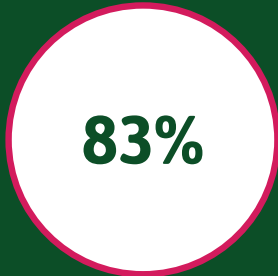
BENEFITS OF COMING TOGETHER



Felt strongly that they learned about an aspect of Indigenous Teacher Education (ITE) that they didn't know before



Felt represented at the National summit



Felt strongly that they had made new connections at the Summit

Voices from the Summit

What does a future with 10,000 more Indigenous teachers look like?

*Rich, full, honest,
joyful*

*Auntie laughter and
Uncle teachings*

*Our children and
grandchildren
connected to culture
language and identity*

*A Canada with a more
holistic worldview*

*Looks like the stars
in the night sky that
guide our path*

*Stronger youth
and adults*

What is a teacher?

*Someone who teaches
to the heart*

*A strong supporter to
help the future*

*Someone who guides
critical thinking and
student-centered
learning*

*Someone who can
make connections in a
meaningful, authentic
and caring way*

*One who guides the
next generation
with the lessons
and wisdom of the
ancestors*

*A person who knows
that language and
culture are not two
separate subjects to
be taught in separate
classrooms*

Reflections from NACITE

Seven members of the National Advisory Committee on Indigenous Teacher Education (NACITE) reflected on their engagement with the Rideau Hall Foundation initiative to dramatically increase the numbers of First Nations, Inuit, and Métis teachers by 10,000 and to promote the systemic changes required to achieve more sustainable Indigenous teacher employment opportunities across the country.

Q. What motivated you to get involved with this initiative. What is the challenge in achieving the goal of 10,000 Indigenous educators?



Dr. Evelyn Steinhauer

I really hope that we're going to move into a place where people our students, our children are going to be proud of who they are, that they'll be able to speak their language and that there will be teachers like them standing in front of the classrooms. What really motivated me to submit my name for this for this board is the fact that I really want to make a difference for those students that came that are coming to school. There are still students in school who are still having really horrid experiences in the public school systems and we want to make a difference. We want teachers who understand them, who love them and care for them, and who nurture them when they when they come to school. Imagine 10,000 more teachers who think like their students and have the same experiences without ever having to set context to set any context because they'll know their experiences. One of the challenges is to determine the direction on how to move forward. This needs to start in early childhood.



Dr. Annette Trimbee

What motivates me deeply is when I see Indigenous students walking across the stage with a feather, a sash, or some beaded work on their cap or whatever they've chosen to wear on that day. What gives me immense joy particularly in urban centers is Indigenous students finding their ways onto our campuses for the first time. I would like to believe that everybody in this room is unstoppable and I think where there's a will there's a way. The big challenge - we talked a little bit about flexibility and the broaden the scope of what we think and educators. There are new Indigenous accreditation bodies that will basically ensure there is quality, in the way that Indigenous people view quality.



Yvette Arcand

My whole life has been to prepare myself as a grandparent and to make sure that when they're coming home with different things to put on the fridge, that there is Indigenous content. My whole life has been about post-secondary education. Students want to go somewhere that is safe, that believes in them and has faith in them, loves them, and where they are safe. They do not have to put their identities at the door and do not have to be ashamed. It doesn't matter what side of the country are right next door to us that they have something to contribute. The biggest challenge is changing the deficit thinking. We need to have influence on mainstream programs for the benefit of students.



Aluki Kotierk

What motivates me is a deep sense of responsibility. When you see something that needs to be done, you try to do it. This is how we are taught in our child rearing responsibilities. You are a tool and your life is not your own. I use the skills I have to try to move things further. I have great faith that we get to a point where our formal education systems are actually based on our worldviews and build us up, rather than tear us down. The challenge in formal education is the non-believe of Inuit world views. The non-belief that the Inuit have answers and solutions.



Andrea Brazeau

I am a grade three teacher. My students motivate me. When I can speak Inuktitut to them, we have a common understanding that Southerners do not have. I see the difference. I want more Inuit teachers in the classroom so our students feel safe, they feel safe in learning, and they become confident in themselves, because there is a lack of confidence. There is a lack of confidence because of colonization. When students feel safe it is game changer. The challenge is changing mindsets on a national and worldwide level. We don't have to meet you up there; why don't you meet us where we are. Our knowledge systems are just as valuable.



Mark Dockstater

My motivating factor is when I first started in university native issues were of interest but I was the only one there. I got involved to make change to have everybody on stage is an Indigenous leader and everyone in the audience is a leader or future leader. The challenge is a change dynamic and passing this on to younger colleagues who continue to push forward.



Roberta Jamieson

I reflect on my role in this life. The most important role is as a grandmother and my responsibility as a Mohawk and my responsibility for seven generations into the future. Our responsibility is to put our gifts to work. It is not a choice, but an obligation. My role is to connect people who want to support our own people's goals and initiatives. We share a history with colonization, but we also can celebrate the richness of our history, to not just survive but to celebrate our resilience and ability to thrive. Our challenge is time. We need a strategy that can be put to action in small, medium, and bigger bites so we can measure our achievements to deliver real results. Inclusive movements require strategy, balance, and listening to make concrete our dreams, aspirations, planning, and goals.

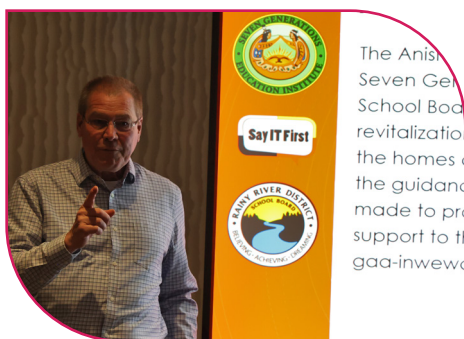
Where do we go from here?

Throughout the National Summit, we saw the value of coming together across cultures, geographies, histories and languages, but with a singular focus on promoting First Nations, Inuit and Métis teachers. This is the beginning of our journey we can take together.

The RHF is embarking on a multifaceted initiative to support Indigenous-led transformation of the teacher education landscape in Canada and Indigenous student success from coast to coast to coast. Along this journey, we will celebrate the stories of innovation and excellence in teacher training approaches; seek to shift attention and resources from other sectors in support of net-new transformative investments in First Nations, Inuit and Métis teachers; and co-develop and deliver on a roadmap anchored in data and evidence, rooted in meaningful partnership with Indigenous communities and advisors. The RHF's Indigenous Teacher Education Initiative will invest net-new resources into Indigenous teacher education through pilot projects and scaling opportunities and will support innovation to increase program sustainability as well as the overall numbers of Indigenous teachers across Canada.

We believe that every Indigenous student has the expectation and right to be taught by their own people, in their own communities, in the cultural context of their history, worldview and language.

To this end, the RHF is pleased to be moving forward with a series of financial grants dedicated to supporting dramatic increases in the number of First Nations, Inuit and Métis (FNIM) teachers in Canada, focusing on K-12 educators. Organizations committed to promoting Indigenous education and supporting First Nations, Inuit and Métis communities are invited to apply for funding in the fall of 2023. To learn more and apply, please visit www.rhf-frh.ca.



Testimonials

I appreciate this summit and the information that was collected regarding ITEP programs across the country. I think it's an important step forwards to growing our communities to creating more Indigenous teachers to put into the classroom. We need more work in language learning, land-based curriculum, and valuing Indigenous knowledge in our curriculums and classrooms.

Lauren Smart, Indigenous Teachers Education Program, Queens University

Thank you very much for the opportunity to attend this incredible Summit. The topics of sessions are very relevant to the work that we need to see further develop within our Education System across Canada.

It's important to define what success is at all levels, in all areas of education so there's no misinterpretation and continued harm conducted - I greatly appreciated the sessions/panel that addressed the current work being conducted but we know there's much more to do - barriers we need to continue to break down.

The collective knowledge, strength, and dedication to this incredible work was greatly appreciated. Networking and peer support are so important and contribute to our well-being when doing this work.

Miigwetch.

Tanis Kobewka

Thoughtful, reflective & insightful summit - a place to create safe space for collaborative & leadership spaces of transformative practice within.

Shelby Laframboise

I thoroughly appreciate the invitation to attend this forum and I've made some connections here that will help me in our next steps in developing and designing a land-based Bachelor of Education program back home.

Dianne Roach, Director of Operations for a Shingwauk Kinooomaage Gamig

An absolutely outstanding conference and definitely motivated me more to become someone important and involved in the school system.

Natalie Catcheway

