

1



2



3



4

Four struggles our youth must be ready for...

- Economy**
 - Energy & \$\$\$
- Environment**
 - Land & Water
- Escalating Conflict**
 - race & gender
- Existence**
 - Peace & Justice

The infographic includes a map of U.S.-Canada energy trade, a photograph of a Black Lives Matter protest with signs like 'NO FURTHER POLICE BRUTALITY' and 'BLACK LIVES MATTER', and a circular map showing temperature changes over the past 50 years, with a legend ranging from -1.0 to +2.0 degrees Celsius.

5

Into Reconciliation

Today, while Indigenous peoples are the fastest-growing demographic in the country (with an average age that is almost a decade younger and a growth rate four times higher than the non-Indigenous population), they are also one of the most underemployed populations.

The 2016 census shows that the Indigenous population has grown by 42.5% since 2006 – more than four times the growth rate of the non-Indigenous population.

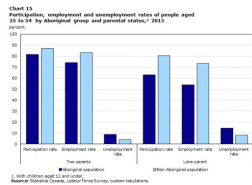
The infographic 'The Aboriginal population in Canada' provides the following data:

- Total population in 2016: 1,673,785 (42.5% growth since 2006)
- Average age: 32.1 years
- Employment: 42% of the population is employed
- Education: 36% of the population has a post-secondary diploma or certificate
- Income: Average annual income is \$22,000
- Unemployment: 57% of the population is unemployed
- Income inequality: 10% of the population has an income of \$10,000 or less

6

Into Reconciliation

At the same time, high unemployment rates exist in Indigenous communities with less access to well-paying jobs, a lack of work experience; and inadequate education or training.

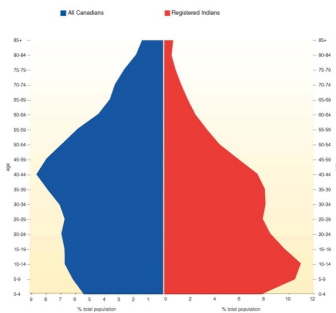


- This comes from:
- A lack of resources, education, or interest to create workplaces of reconciliation.
 - Adequate training for all employees on history & relationships with Indigenous communities.
 - Misperceptions and stereotypes that create conflictual work environments while limiting access, opportunities, and excluding Indigenous people from employment.
 - A lack of human resource policies to introduce Indigenous employees to the workplace, assist in career planning, and provide culturally sensitive training programs, policies, and practices.

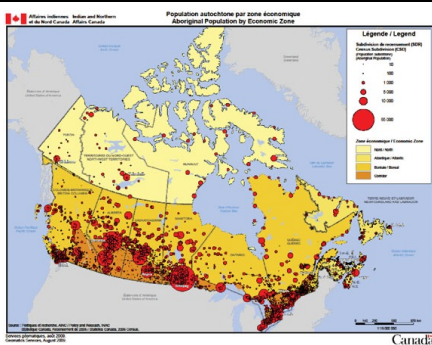
7

Canada's Future Population...

- Largest group of Canadians: 35-59 yrs old
- 60-70% of "status" Indian population is under age 30 (mean is 10-14 years)
- increasingly adult learners are (re-)entering educational institutions.



8



9



10

- Being the first to answer or the last?
- Finishing quickly or taking one's time?
- Doing it alone or asking for help?
- Individual or group work?
- Concluding with one answer or multiple answers?
- Requiring less or more resources?
- "Hard" statistical data or Qualitative, subjective data?
- Competitiveness or Collaboration?
- More product or less product?

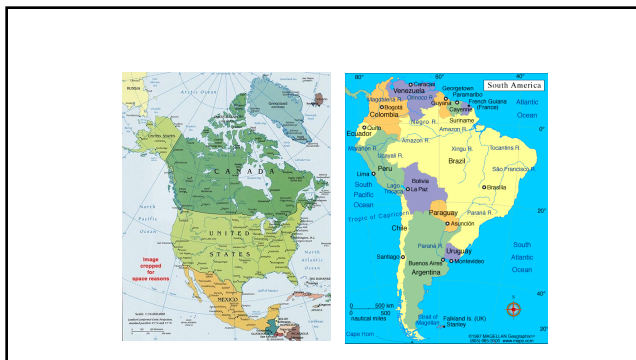
What values are valued in schooling?

11

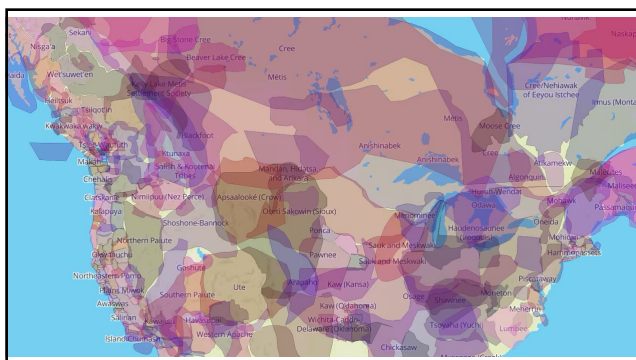
The "givens" for Indigenous education.

- Indigenous education exists and is not "issues" (ex: residential schools is not Indigenous education)
- Literacy and numeracy will NOT assess Indigenous educational success.
- The pedagogy of Indigenous education is challenged in some (ALL?) elements of schooling.
- Indigenous education belongs in schools and is valuable for ALL learners (TRC #62-63).
- Indigenous education must be implemented in ALL areas of schooling (see next slide).

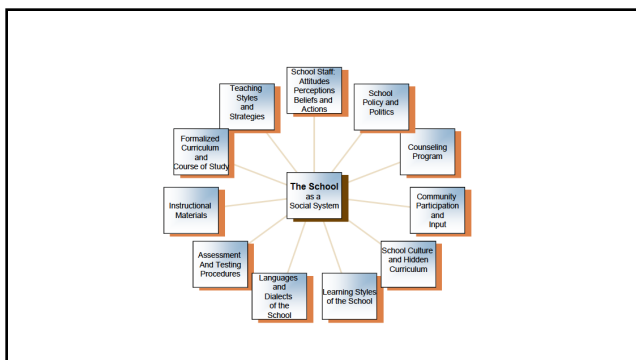
12



13



14



15

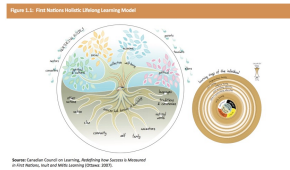
• Most successful initiatives for Indigenous (and Canadian!) students in Indigenous education:

- Well-delivered transition-to-school supports and services (especially rural-to-city)
- Mentors, Role Models
- Student advocacy and representation (culturally inclusive)
- Indigenous pedagogies, instructional methods and resources
- Active community engagement and student services (including family supports, counseling, elders, ceremonial spaces, meals, transportation, child care)
- Culturally centred curricula (beyond Indigenous-specific programs)
- First Nations, Métis, and/or Inuit language and cultural support programs
- Recognition of Indigenous traditional knowledge in all facets
- Inclusion of specificity of First Nations, Inuit, and Métis communities
- Dynamic and traditional understandings of Indigenous gender, sexuality, clans in identities
- Suitable funding supports for students (loans/bursaries/scholarships) and "ease" for FN educational authorities
- Transition-to-school and workplace supports and services, internships

16

4 Factors in all of these Reconciliation programs/initiatives include four elements:

1. **Respect** – Do I feel acknowledged/ included/safe/able to thrive?
2. **Relationships** – What relationships are formed?
3. **Relevancy (Indigenous)** – What do Indigenous peoples/communities need/want?
4. **Responsibility** – What must I do to achieve community-centred success?



17



18

Indigenous Education: A practice of “and” **not** “or”

Indigenous communities most often utilized relationship-building processes in their intellectual institutions.

Most Indigenous communities sought to learn about newcomers and their ways. European arrival was not a shock but another new way.

Where else might we see “and” in Canadian society?

19



20



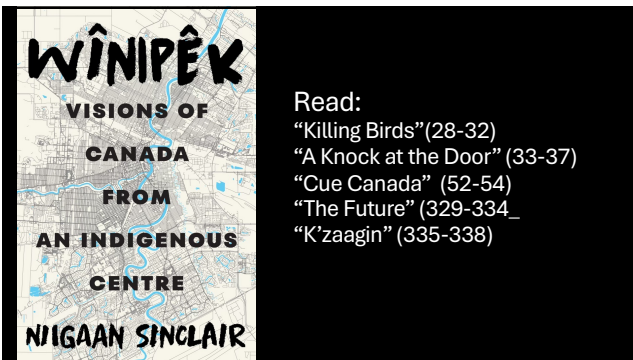
21



22



23



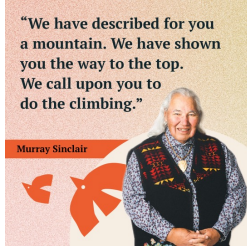
24

Reflection Question (500-750 words)

Why do many Canadians get stuck on debating the “why” instead of the “how” of reconciliation? How will embodying reconciliation in education address Canada’s most pressing issues of the economy and the environment? How is reconciliation about everyone and why does it make financial sense for the future of Canada (in other words, is not the “right” thing to do but is the “only” thing to do)?

“We have described for you a mountain. We have shown you the way to the top. We call upon you to do the climbing.”

Murray Sinclair



25

Miigwech!

NIIGAAN.SINCLAIR.HUMANITARIAN.CA
@NIIGAANWEWIDAM



26