

SUCCESS FOR ALL

November 2013

Volume # 2

First Nations, Métis and Inuit Education

The Aboriginal Education Research Centre website!

The AERC invites you to explore information about our Centre, and a variety of aspects of Aboriginal Education within Canada, and Indigenous Educational issues around the globe.

For each section of the site, you will find a brief citation that gives a snapshot of information on the subject, as well as a bibliographic reference list.

Educational Decolonization is a key activity of the Aboriginal Education Research Centre. Through the development of innovative research projects with diverse partners, AERC is exploring many facets of Aboriginal education as it develops vibrant ethical dialogic processes and results that contribute to increased success for Aboriginal learners.

The web address for this site is <http://aerc.usask.ca/>

Redefining how success is measured in Aboriginal learning

Holistic lifelong learning models - <http://www.ccl-cca.ca/CCL/Reports/RedefiningSuccessInAboriginalLearning/RedefiningSuccessModels.html>

These *holistic lifelong learning models* are the result of ongoing discussions among First Nations, Métis and Inuit learning professionals, community practitioners, researchers and analysts.

The *holistic lifelong learning models* represent the link between lifelong learning and community well-being, and can be used as a framework for measuring success in lifelong learning for First Nations, Métis and Inuit peoples.

First Nations



This site allows you to interactively explore the elements of the First Nations *Holistic Lifelong Learning Model*.

- ☐ Learn how each element in the model relates to First Nations learning
- ☐ Explore what indicators and data can measure success in lifelong learning
- ☐ Help identify alternative indicators needed to measure success



Describing the model

For First Nations people, the purpose of learning is to honour and protect the earth and ensure the long-term sustainability of life. To illustrate the organic and self-regenerative nature of First Nations learning, the *holistic lifelong learning model* uses a stylistic graphic of a living tree.

Métis



This site allows you to interactively explore the elements of the *Métis Holistic Lifelong Learning Model*.

- ☑ Learn how each element in the model relates to Métis learning
- ☑ Explore what indicators and data can measure success in lifelong learning
- ☑ Help identify alternative indicators needed to measure success



Describing the model

The Métis understand learning in the context of the “Sacred Act of Living a Good Life,” a perspective that incorporates learning experienced in the physical world and acquired by “doing,” and a distinct form of knowledge—sacred laws governing relationships within the community and the world at large—that comes from the Creator.

Building Equitable Education

October 8th and 9th Dr. Swift Hosted Sessions for Staff, Parents and Students on Building Equitable Education...First Nations, Métis and Inuit Parental Engagement

If you are interested in hosting sessions on this topic, please contact Jana McKinley or Madeline Belanger for more information. Here are just a few snippets of information from the presentation to get you thinking...

Canada’s Changing Demographics

- Over 5 million Canadians (16%) report being visible minorities.
- An increase of 27% since 2001.
- More than 94% of visible minorities live in metropolitan areas.
- In Vancouver and Toronto, more than 1/3 of the population is a visible minority. It is projected that by 2016, this figure will increase to more than half.
- 46% of Aboriginal people living off-reserve reported being a victim of racism or discrimination.
- Statistics Canada projects that by 2031, at least 1 in 4 people will have been born elsewhere
- This population will grow 4x faster than the Canadian-born segment.

By 2017

- 16-19% of Alberta’s population will be composed of immigrants
- Alberta’s Aboriginal population is expected to grow by 39%

First Nations, Métis and Inuit

- The Aboriginal population in Canada increased by 232,385 people, or 20.1% between 2006 and 2011, compared with 5.2% for the non-Aboriginal population
- By 2026, the Aboriginal population will rise to over 1.5 million. 41% will be less than 25 years of age.

Inuit Day – November 7th, 2013 -Inuit Historical Perspectives

For more than four thousand years, Inuit — a founding people of what is now Canada — have occupied the Arctic land and waters from the Mackenzie Delta in the west, to the Labrador coast in the east and from the Hudson's Bay Coast, to the islands of the High Arctic.

Inuit history was maintained through a long tradition of storytelling and legend.

Thule are the ancestors of today's Canadian Inuit. They lived much as Sivullirmiut did, in the same areas, following the migratory patterns of land and sea mammals. Archeological evidence shows the Thule culture had skills and technology to harvest large whales, seals, caribou, muskox, fish and birds, depending on the season and location. Before Europeans arrived, Inuit handcrafted their own tools from resources found on the land and in the animals they harvested.

The Thule wandered by foot and dog team over large distances, depending on where harvests were plentiful. They lived in iglus (snow dwellings), which were often quite large. During the summer, they lived in tents (tupiqs) made of animal skins, or sod houses (qarmaqs). Everyone played an important role in the survival of the group. While men hunted for food, women made warm clothing from caribou and seal skins suitable for the harsh Arctic climate. Both men and women made the necessary tools. As soon as children were able, they began to learn adult roles.

This way of life was practised for thousands of years until the arrival of European explorers, whalers, traders and, finally, settlers, who brought with them a new world and, indeed, a new way of life.

Métis Week – November 10 – 16, 2013

The history, culture and contributions of Métis people are being recognized during Métis Week, November 10-16. Métis Week Celebrations will be held in Alberta communities and across the country, including special events commemorating Métis leader Lois Riel.

November 11th – Recognizing FNMI Contributions in the Second World War

Aboriginal-Canadian Veterans (Taken directly from Veteran Affairs Website)

History

Aboriginal-Canadians have demonstrated time and again their great service and sacrifice for our country through their participation in Canada's military, particularly during times of conflict. On each occasion,

Canada's Aboriginal volunteers overcame cultural challenges and made impressive sacrifices and contributions to help our country in its efforts to restore world peace. Their courage, sacrifices and accomplishments are a source of pride to their families, communities and all Canadians.

Aboriginal peoples from every region of Canada served in the armed forces during the Second World War, fighting in every major battle and campaign of the conflict. To serve their country in the Armed Forces, Aboriginal-Canadians had to overcome unique cultural challenges. Their courage, sacrifices, and accomplishments are a continuing source of pride to their families, communities, and all Canadians.

- At least 3,000 status (treaty) Indians—including 72 women—enlisted, as well as an unknown number of Inuit, Métis, and other Natives. The actual numbers were no doubt much higher.
- Among this small number of identified Aboriginal members of the forces, at least 17 decorations for bravery in action were earned.

More information is available at: http://www.veterans.gc.ca/eng/remembrance/history/second-world-war/fact_sheets/aborigin



Resiliency...

Research shows that teachers and schools play an important role in helping students survive a troubled childhood.

Every teacher knows what it is like to see a student trying to cope with poverty, emotional neglect or abuse. These children run the risk of developing serious and enduring problems that perpetuate a cycle of poverty, underachievement and anti-social behaviour.

But not all children are defeated by such circumstances. Researchers are increasingly looking at the phenomenon of resilience, through which many disadvantaged children develop healthy relationships and productive lives.

Some of the studies that have followed children throughout their lives have estimated that as many as half to two-thirds of abused or neglected children show evidence of a resilient response. A common theme running through much of this research is the role played by caring adults – sometimes just one caring adult, and often a teacher.

Resiliency Resources...

<http://www.resiliency.com/>

<http://www.resiliency.com/what-is-resiliency/>

<http://www.cyc-net.org/cyc-online/cycol-0205-resilience.html>

<http://resilnet.uiuc.edu/library.html>

http://www.embracethefuture.org.au/resiliency/index.htm?http://www.embracethefuture.org.au/resiliency/what_schools_can_do.htm