


Reclaiming Indigenous Voice and Vision



Edited by
Marie Battiste

Reclaiming Indigenous Voice And Vision

**Yvonne Poitras Pratt, Sulyn
Bodnaresko**



Reclaiming Indigenous Voice And Vision:

Reclaiming Indigenous Voice and Vision Marie Battiste, Marie Ann Battiste, 2000 At a recent conference in Saskatchewan indigenous and non indigenous delegates from North and South America New Zealand Australia and Europe addressed cultural restoration and the issues and challenges confronting Aboriginal peoples as a result of decolonization Their aim was to determine how Aboriginal cultural rights in postcolonial societies can be restored and how to find new approaches for protecting healing and restoring cultures and languages of long oppressed peoples **Truth and Reconciliation Through Education** Yvonne Poitras Pratt, Sulyn Bodnaresko, 2023-05-31 How educators can respond to the Truth and Reconciliation Commission's Calls to Action Educators have a special role in furthering truth and reconciliation in education but many struggle to understand exactly what that means and how to accomplish it There is no step by step guide to getting it right Educators can only meaningfully accomplish truth and reconciliation in education by seeking out truth and reconciliation through education an ongoing process of amplifying Indigenous voices and experiences allowing oneself to be changed by them and being guided by this learning both personally and professionally Springing from an Indigenous education master's certificate program at the University of Calgary and written from an adult education perspective on transformative learning this book invites educators broadly defined into a conversation about truth and reconciliation through education Section I contains useful chapters on program design and concepts while section II presents a collection of inspirational and thought provoking personal reflections from Indigenous and non Indigenous educators who have taken deliberate active roles in responding to the TRC's Calls to Action This is a resource written by educators for educators wishing to embark on their own journeys of truth and reconciliation Join the reconciliatory education community in courageously teaching learning and acting just as the educators in this collected volume do *Foundations of Inquiry* Guoping Zhao, Lucy E. Bailey, 2025-09-04 When researchers adopt a methodology they bring to their research the theoretical assumptions infused within that methodology and the paradigm that shapes that methodology describes their view of social life This book is about paradigms and how they connect to methodologies The authors explore a rich body of paradigms and how they support different methodologies and connect to designing and carrying out research The book includes clear explanations of complex material a thorough development of established paradigms and discussion of contemporary ones such as general interpretivism critical race theory and Indigenous orientations The book's pedagogy includes examples of published research discussion of the issues related to each paradigm and the connections between them and review questions and prompts to help deepen understanding Wicihitowin Gord Bruyere (Amawaajibitang), Michael Anthony Hart (Kaskitémahikan), Raven Sinclair (Ótiskewápiwskew), 2020-05-06T00:00:00Z Wicihitowin is the first Canadian social work book written by First Nations Inuit and Métis authors who are educators at schools of social work across Canada The book begins by presenting foundational theoretical perspectives that develop an understanding of the history of colonization and theories of decolonization and

Indigenist social work It goes on to explore issues and aspects of social work practice with Indigenous people to assist educators researchers students and practitioners to create effective and respectful approaches to social work with diverse populations Traditional Indigenous knowledge that challenges and transforms the basis of social work with Indigenous and other peoples comprises a third section of the book W cihitowin concludes with an eye to the future which the authors hope will continue to promote the innovations and creativity presented in this groundbreaking work **Teaching as Activism**

Peggy Tripp,Linda Muzzin,2005-09-27 Contributors include Elisabeth Abergel Glendon College Marianne Gosztanyi Ainley University of Northern British Columbia and University of Victoria Marie Battiste University of Saskatchewan Robin Cavanagh York University Vanaja Dhruvarajan University of Winnipeg Margrit Eichler Ontario Institute for Studies in Education University of Toronto Leesa Fawcett York University Ursula M Franklin University of Toronto Monique Frize Carleton University and the University of Ottawa Moira Grant University of Ontario Institute of Technology Bob Jickling Lakehead University Ann Matthews Ontario Institute for Studies in Education University of Toronto Alexandra McGregor York University Heather Menzies Carleton University Natasha S Myers Massachusetts Institute of Technology Njoki N Wane Ontario Institute for Studies in Education University of Toronto and Barbara Waterfall Wilfrid Laurier University

Applying Critical Mathematics Education ,2021-07-05 There is no shortage of urgent complex problems that mathematics education can and should engage with Pandemics forest fires pollution Black Lives Matter protests and fake news all involve mathematics are matters of life and death have a clear political dimension and are interdisciplinary in nature They demand a critical approach The authors in this volume showcase new insights teaching ideas and new and unique ways of applying critical mathematics education in areas as diverse as climate change obesity decolonisation and ethnomathematics This book demonstrates that there is plenty to be done with critical mathematics education Contributors are Annica Andersson Tonya Gau Bartell Richard Barwell Lisa Lunney Borden Sunghwan Byun Anna Chronaki Brian Greer Jennifer Hall Victoria Hand Kjellrun Hiis Hauge Beth Herbel Eisenmann Rune Herheim Courtney Koestler Kate le Roux Swapna Mukhopadhyay Aldo Parra Anita Rampal Sheena Rughubar Reddy Toril Eskeland Rangnes Ulrika Ryan Lisa Steffensen Paola Valero and David Wagner *The Routledge Handbook of Religion, Spirituality and Social Work* Beth R. Crisp,2017-04-07 This international volume provides a comprehensive account of contemporary research new perspectives and cutting edge issues surrounding religion and spirituality in social work The introduction introduces key themes and conceptual issues such as understandings of religion and spirituality as well as definitions of social work which can vary between countries The main body of the book is divided up into sections on regional perspectives religious and spiritual traditions faith based service provision religion and spirituality across the lifespan and social work practice The final chapter identifies key challenges and opportunities for developing both social work scholarship and practice in this area Including a wide range of international perspectives from Australia Canada Hong Kong India Ireland Israel Malta New Zealand South Africa Sweden the UK and the USA this

Handbook succeeds in extending the dominant paradigms and comprises a mix of authors including major names significant contributors and emerging scholars in the field as well as leading contributors in other fields of social work who have an interest in religion and spirituality The Routledge Handbook of Religion Spirituality and Social Work is an authoritative and comprehensive reference for academics and researchers as well as for organisations and practitioners committed to exploring why and how religion and spirituality should be integral to social work practice *The Routledge Handbook of Philosophy and Europe* Darian Meacham,Nicolas de Warren,2021-03-30 Understood historically culturally politically geographically or philosophically the idea of Europe and notion of European identity conjure up as much controversy as consensus The mapping of the relation between ideas of Europe and their philosophical articulation and contestation has never benefitted from clear boundaries and if it is to retain its relevance to the challenges now facing the world it must become an evolving conceptual landscape of critical reflection The Routledge Handbook of Philosophy and Europe provides an outstanding reference work for the exploration of Europe in its manifold conceptions narratives institutions and values Comprising twenty seven chapters by a group of international contributors the Handbook is divided into three parts Europe of the philosophers Concepts and controversies Debates and horizons Essential reading for students and researchers in philosophy politics and European studies the Handbook will also be of interest to those in related disciplines such as sociology religion and European history and history of ideas *Curriculum as Cultural Practice* Yatta Kanu,2006-01-01 Curriculum as Cultural Practice aims to revitalize current discourses of curriculum research and reform from a postcolonial perspective **The Oxford Handbook of Applied Ethnomusicology** Svanibor Pettan,Jeff Todd Titon,2015-07-01 Applied studies scholarship has triggered a not so quiet revolution in the discipline of ethnomusicology The current generation of applied ethnomusicologists has moved toward participatory action research involving themselves in musical communities and working directly on their behalf The essays in The Oxford Handbook of Applied Ethnomusicology edited by Svanibor Pettan and Jeff Todd Titon theorize applied ethnomusicology offer histories and detail practical examples with the goal of stimulating further development in the field The essays in the book all newly commissioned for the volume reflect scholarship and data gleaned from eleven countries by over twenty contributors Themes and locations of the research discussed encompass all world continents The authors present case studies encompassing multiple places other that discuss circumstances within a geopolitical unit either near or far Many of the authors consider marginalized peoples and communities others argue for participatory action research All are united in their interest in overarching themes such as conflict education archives and the status of indigenous peoples and immigrants A volume that at once defines its field advances it and even acts as a large scale applied ethnomusicology project in the way it connects ideas and methodology The Oxford Handbook of Applied Ethnomusicology is a seminal contribution to the study of ethnomusicology theoretical and applied **Critical Collaborations** Smaro Kamboureli,Christl Verduyn,2014-05-28 Critical Collaborations Indigeneity

Diaspora and Ecology in Canadian Literary Studies is the third volume of essays produced as part of the TransCanada conferences project. The essays gathered in *Critical Collaborations* constitute a call for collaboration and kinship across disciplinary, political, institutional, and community borders. They are tied together through a simultaneous call for resistance to Eurocentrism, corporatization, rationalism, and the fantasy of total systems of knowledge, and a call for critical collaborations. These collaborations seek to forge connections without perceived identity, linking concepts and communities without violating the differences that constitute them, seeking epistemic kinships while maintaining a willingness to not know. In this way, they form a critical conversation between seemingly distinct areas and demonstrate fundamental allegiances between diasporic and indigenous scholarship, transnational and local knowledges, legal and eco-critical methodologies. Links are forged between Indigenous knowledge and ecological and social justice, creative critical reading and ambidextrous epistemologies, unmaking the nation through translocalism and unsettling histories of colonial complicity through a poetics of relation. Together, these essays reveal how the critical methodologies brought to bear on literary studies can both challenge and exceed disciplinary structures, presenting new forms of strategic transdisciplinarity that expand the possibilities of Canadian literary studies while also emphasizing humility, complicity, and the limits of knowledge.

The Clay We Are Made Of Susan M. Hill, 2017-04-28. If one seeks to understand Haudenosaunee Six Nations history, one must consider the history of Haudenosaunee land. For countless generations prior to European contact, land and territory informed Haudenosaunee thought and philosophy and was a primary determinant of Haudenosaunee identity. In *The Clay We Are Made Of*, Susan M. Hill presents a revolutionary retelling of the history of the Grand River Haudenosaunee from their Creation Story through European contact to contemporary land claims negotiations. She incorporates Indigenous theory, fourth world, post-colonialism, and Amerindian autohistory along with Haudenosaunee languages, oral records, and wampum strings to provide the most comprehensive account of the Haudenosaunee's relationship to their land. Hill outlines the basic principles and historical knowledge contained within four key epics passed down through Haudenosaunee cultural history. She highlights the political role of women in land negotiations and dispels their misrepresentation in the scholarly canon. She guides the reader through treaty relationships with Dutch, French, and British settler nations, including the Kaswentha Two Row Wampum, the precursor to all future Haudenosaunee-European treaties: the Covenant Chain, the Nanfan Treaty, and the Haldimand Proclamation, and concludes with a discussion of the current problematic relationships between the Grand River Haudenosaunee, the Crown, and the Canadian government.

Teaching and Learning Secondary School Mathematics Ann Kajander, Jennifer Holm, Egan J. Chernoff, 2018-10-24. This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and international researchers and educators. It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada. The chapters address topics of broad applicability, such as technology in learning mathematics, recent interest in social justice,

contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step

Across Cultures / Across Borders Paul Depasquale, Renate Eigenbrod, Emma Larocque, 2009-12-23 *Across Cultures Across Borders* is a collection of new critical essays interviews and other writings by twenty five established and emerging Canadian Aboriginal and Native American scholars and creative writers across Turtle Island Together these original works illustrate diverse but interconnecting knowledges and offer powerfully relevant observations on Native literature and culture

Unhomely States Cynthia Sugars, 2004-02-11 *Unhomely States* is the first collection of foundational essays of Canadian postcolonial theory The essays span the period from 1965 to the present day and approach broad issues of Canadian culture and society They represent the impassioned conflicts dissonances and intersections among postcolonial theorists in English Canada Theories of Canadian postcolonialism are various and often contending The questions proliferate Is Canada postcolonial Who in Canada is postcolonial Are some Canadians more postcolonial than others Together the essays in this collection demonstrate both the historical development of this vigorous debate and its most prominent current perspectives The anthology comprises work originally written in English selected and arranged in order to demonstrate the dynamic nature of these discussions Included here are essays by many well known writers and theorists such as George Grant Northrop Frye Margaret Atwood Dennis Lee Robert Kroetsch Linda Hutcheon Diana Brydon Thomas King Terry Goldie Arun Mukherjee Smaro Kamboureli Stephen Slemon and Roy Miki The collection covers such topics as anti colonial nationalism settler invader theory First Nations contexts postcolonial pedagogy and critiques of Canadian postcolonialism A general introduction surveying the current field of postcolonial discourse in English Canada is also included

Conflict in Caledonia Laura DeVries, 2011-11-07 On 28 February 2006 the Six Nations of the Grand River blocked workers from entering a half built housing development in southern Ontario They renamed the land Kanonhsaton the protected place The protest drew national and international attention to the issue of Aboriginal land rights and sparked a series of ongoing events known as the Caledonia Crisis Laura DeVries powerful account of the dispute links the actions of police governmental officials and locals to entrenched non Aboriginal discourses about law landscape and identity It encourages non Aboriginal Canadians to reconsider their assumptions to view facts such as the rule of law as culturally specific notions that prevent truly equitable dialogue DeVries not only reveals the conflicting visions of justice held by various parties to the dispute she also seeks out possible solutions in alternative conceptualizations of sovereignty over land and law embedded in the Constitution

Racism, Eh? Charmaine Nelson, Camille Antoinette Nelson, 2004 *Racism Eh?* is the first publication that examines racism within the broad Canadian context This anthology brings together some of the

visionaries who are seeking to illuminate the topics of race and racism in Canada through the analysis of historical and contemporary issues which address race and racism as both material and psychic phenomena Fundamentally interdisciplinary in nature this text will be an invaluable resource for undergraduate and graduate students academics studying or practicing within the Humanities and the Social Sciences and anyone seeking information on what has been a little explored and poorly understood Canadian issue pub desc The Mathematics Enthusiast Bharath Sriraman,2015-10-01 The Mathematics Enthusiast TME is an eclectic internationally circulated peer reviewed journal which focuses on mathematics content mathematics education research innovation interdisciplinary issues and pedagogy The journal exists as an independent entity It is published on a print on demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences University of Montana The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA Psychology of Mathematics Education North America through special issues on various research topics **Qualitative Research** Stephen D. Lapan,MaryLynn T. Quartaroli,Frances J. Riemer,2011-11-09 The authors noted scholars and researchers provide an up to date guide to qualitative study design data collection analysis and reporting Step by step the authors explain a range of methodologies and methods for conducting qualitative research focusing on how they are applied when conducting an actual study The book includes methods of data collection specific approaches to qualitative research and current issues in the field Specifically chapters cover the methods designs and analyses related to the methodologies of history case study program evaluation ethnography autoethnography narrative life histories emancipatory discourses feminist perspectives African American inquiry indigenous studies and practitioner qualitative research *Language, Learning, and Culture in Early Childhood* Ann Anderson,Jim Anderson,Jan Hare,Marianne McTavish,2015-12-07 Complex factors affect young children and their families in today s increasingly diverse world characterized by globalization the transnational movement of people and neo liberal government policies in western and industrialized countries This book focuses on three of these factors culture language and learning and how they affect children s development and learning in the context of their communities families and schools Taking an ecological perspective it challenges normative and hegemonic views of young children s language literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices and the importance of first or home language maintenance and its cognitive cultural economic psychological and social benefits Links are provided to a package of audio video resources <http://blogs.ubc.ca/intersectionworkshop> including key note speeches and interviews with leading international scholars and a collection of vignettes from the workshop from which this volume was produced

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