

Indigenous Research

Researchers of the Faculty of Education endeavour to engage Aboriginal people in mutually supportive and productive relationships. In line with the University's strategy, we aim to strengthen and expand research of benefit to Aboriginal communities and developed with significant community collaboration.

In Education, 10 Indigenous members of the professoriate and over 50 graduate students are directly engaged in Indigenous research, with many more including Indigeneity as an aspect of their research program.

Continue reading to discover faculty- and student-led research projects as well as some of the resources supporting Indigenous research in the Faculty of Education.

We hope to inspire you to contact us to develop a lasting relationship for the benefit of Indigenous education in British Columbia, Canada, and worldwide.

The Year of...



INDIGENOUS EDUCATION 2012 - 2013

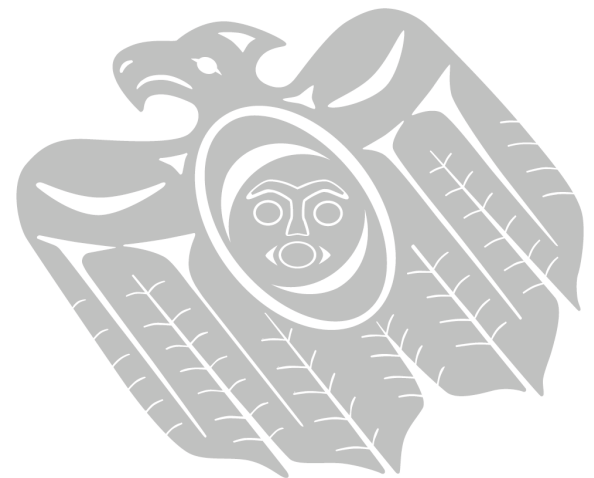
In recent years meaningful progress has been made in the delivery of Indigenous education, and yet we can imagine so much more. The time is right to bring our hearts and minds together to question what is working and what could be improved. The time is right to focus our individual and collective efforts on developing educational approaches that are truly second to none.

The purpose of *The Year of Indigenous Education* is to create dialogue, share insights, and develop individual and cooperative actions to accelerate the success of Indigenous education.

ABORIGINAL ENGAGEMENT GOAL

Engage in innovative scholarship and professional practice to make significant policy, educational, and research contributions to improve Indigenous education at all levels.

Faculty of Education
Strategic Plan 2011-2016



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Aboriginal Transitions: Undergraduate to Graduate Studies (AT: U2G)

Led by Dr. Jo-ann Archibald, Associate Dean, Indigenous Education and Professor, Educational Studies

\$509,284 British Columbia Ministry of Advanced Education (2008-2010)

How to assist Aboriginal undergraduates transition into graduate school? The AT: U2G research team reviewed graduate program/mentoring models in BC, across Canada, and internationally that serve Aboriginal graduate students; conducted a critical analysis of existing post-secondary student data and literature on the topic; and conducted interviews, focus groups, and surveys. Research findings led to the development of three pilot projects deployed across the province: Relationships (Research awareness, learning and mentoring); peer support through the SAGE-Undergraduate Provincial Network; and digital technology approaches via a web portal (<http://www.aboriginaltransitions.ca>).

“The provision of time and space for positive academic dialogues with a distinct Indigenous perspective has been a tremendous opportunity for students...”

Rheanna Robinson



The Circle of Knowledge

Led by Dr. Mark Aquash, Assistant Professor, Educational Studies

\$173,000 Social Sciences and Humanities Research Council (2010-2013)

The Circle of Knowledge (T-C-K) Research Program is a partnership between the University of British Columbia and the Walpole Island First Nation. The study addresses teaching and learning of language and culture in First Nation communities by:

- Creating a knowledge base from the First Nations' perspective;
- Providing teaching strategies for creating fluency in the Anishinaabe language;
- Identifying useful teaching technologies addressing Anishinaabe language;
- Identifying fluency levels and evaluation strategies.

This partnership will help reinforce Anishinaabe identity and language fluency.



Traditional Unceded Territory of Walpole Island First Nation

Message from Dr. Jo-ann Archibald, Associate Dean, Indigenous Education



This *Indigenous Education Research Booklet* is an exciting project of the *Year of Indigenous Education* hosted by the UBC Faculty of Education. Many of our faculty and graduate students have been engaged in meaningful and innovative research at all educational levels and contexts throughout British Columbia, Canada, and beyond. Our research centres and institutes such as the *Indigenous Education Institute of Canada* have hosted major research projects, international and national conferences, and symposia on topics such as undergraduate to graduate transitions, Aboriginal Math K-12, Indigenous language revitalization, Indigenous leadership, Indigenous methodologies, and more. The Faculty of Education leads a multi-disciplinary and inter-university province-wide peer support and mentoring network, *Supporting Aboriginal Graduate Enhancement (SAGE)*. We also provide four-year funding for Aboriginal PhD scholarships. For the past 25 years, we have published an annual peer-reviewed theme issue of the *Canadian Journal of Native Education*. All of these research projects and services make our Faculty of Education a vibrant place for Indigenous education research to flourish so that we can contribute to Indigenous education in substantial ways. We are pleased to share these research highlights with you.

Respectfully,
Jo-ann Archibald, Q'um Q'um Xiim
çəçəwə-tən sni,,stənəq
one who passes on teachings

Miyonohk âyâwin kiskinwahamâtowin (a many sided thing): Outdoor Education, Injury Prevention and Edmonton's First Nation, Métis and Inuit Youth

Led by Dr. Tracy L. Friedel, *Assistant Professor, Curriculum and Pedagogy*

\$312,033 Canadian Institutes of Health Research (2013-2016)

First Nations, Métis and Inuit youth suffer four times as many unintentional and intentional injuries as non-Indigenous youth. This study involves a team of academic researchers, community leaders, Indigenous Elders, school leaders, injury prevention specialists, and others, all dedicated to developing culturally-focused, land-based outdoor education for fostering urban Indigenous youth leadership in the area of unintentional injury prevention.

“Fostering Indigenous youth leadership on unintentional injury prevention is important given pervasive health disparities in this area.”

Dr. Tracy Friedel
Principal Investigator



Investigating Culturally Responsive Approaches to Mathematics Teaching and Learning in Rural Aboriginal Communities

Led by Dr. Cynthia Nicol, *Associate Professor, Curriculum and Pedagogy*

\$324,500 Social Sciences and Humanities Research Council, Canadian Council on Learning, and Vancouver Foundation (2005-2010)

A community-based action research project with teachers, elders, and community members to improve participation and success rates of Aboriginal students in mathematics education. The project involved designing and studying culturally responsive teaching approaches. A major research result included the development of a curriculum design model that conceptualizes culturally responsive education as attending to place-consciousness, social action, inquiry, relationships, and Indigenous storywork.

“This project on culturally responsive education has been transformative for us. It has opened our hearts and spirits to new possibilities.”

Joanne Yovanovich,
Principal of Aboriginal Education,
Haida Gwaii



Message from Dr. Beth Haverkamp, Associate Dean, Graduate Programs and Research

The Faculty of Education at the University of British Columbia is home to Canada's largest contingent of Indigenous faculty members and graduate students. Along with non-Indigenous peers, they are engaged in innovative research tied closely to the educational priorities of Indigenous communities in Canada and abroad.

We are committed to Aboriginal engagement and research excellence, and inspired to pursue research grounded in Indigenous community collaboration. We seek to establish mutually supportive and productive relationships characterized by trust. We are honoured to contribute to preparing the next generation of Indigenous researchers through Master's and PhD programs, and we invite you to join us in this important endeavour.

Beth Haverkamp



MAJOR RESEARCH PROJECTS

Building Skills Knowledge to Support Family Literacy in Aboriginal Head Start Programming

Led by **Dr. Jan Hare**, Associate Professor, Language and Literacy

\$229,950 Human Resources and Social Development Canada
2010-2013

Early intervention programs can support family literacy experiences that acknowledge the rich meaning making experiences found in Aboriginal cultures, traditions and languages. *The Aboriginal Family and Community Literacy Curriculum* developed by Dr. Hare bridges knowledge of early and family literacy with Indigenous knowledge and pedagogies. This curriculum prepares Aboriginal early childhood educators, parents and staff in 40 Aboriginal Head Start project sites across Canada to support the literacy experiences of young Aboriginal children and their families. Visit the project's website to learn more: <http://afclc.sites.olt.ubc.ca/>

Kloshe Tillicum - Network Environments for Aboriginal Health Research BC & Yukon

Led by **Dr. Rod McCormick***, Associate Professor, Educational Psychology and Counselling, and Special Education

\$699,315 Canadian Institutes of Health Research (2010-2013)

Kloshe Tillicum, one of nine Network Environments for Aboriginal Health Research (NEAHR) Canada, was developed by the CIHR Institute of Aboriginal People to address the health crisis for Indigenous communities. This gathering space for researchers and communities builds community capacity for Aboriginal health and provides Aboriginal health research scholarships to students. Major research themes have included Indigenous Knowledge, including Traditional Medicine; Public Health and Public Health Promotion; Aboriginal Research Ethics; and Complex Interactions of Factors which Determine the Health of Populations.

*Left UBC in 2013.



Academic Leadership

Indigenous Education Institute of Canada

The Faculty of Education established the *Indigenous Education Institute of Canada* (IEIC) in 2005 as an inter-departmental and interdisciplinary structure in which faculty, students, and staff within the Faculty work to effect transformative change to improve Indigenous education at all levels. The IEIC provides infrastructure and coordinating support, through the Office of Indigenous Education, for Indigenous educational and research projects and initiatives. Examples include provincial and national conferences and symposium, major research projects such as undergraduate to graduate transitions, summer courses/institutes on priority topics, a graduate student mentoring network (SAGE), providing seed research grants, and research knowledge dissemination through the *Canadian Journal of Native Education*.

Canadian Journal of Native Education

Since 1986, the UBC Faculty of Education has published an annual theme issue of the *Canadian Journal of Native Education* (CJNE). It is the only double-blind, peer reviewed journal in Canada that focuses solely on Indigenous education. Faculty members who have served as senior editors for the CJNE theme issue include Verna J. Kirkness, 1986-1991 and Jo-ann Archibald, 1992-2013. The CJNE addresses all levels of education, highlights innovations in educational policy and practice, and promotes Indigenous methodologies. The CJNE publishes Canadian and international Indigenous educational scholarship.



GRADUATE STUDENT PROJECTS

Karlee Fellner, PhD candidate, Counseling Psychology
CIHR Canada Graduate Scholarship

Moving Toward miyo-pimâtišiw: Shaping Mental Health Services with/for Indigenous Peoples Living in Urban Spaces



Karlee is nehiyaw-otipemisiwak (Cree/Métis) from central Alberta, with Norwegian, Polish, Swedish, Austrian, German, Czech, and Hungarian ancestry. She asks how mental health services can better serve urban Indigenous people. In conversation with Indigenous Elders and other members of the community, and on the basis of her own experience, she wants to centre Indigenous voices in speaking

about how service providers can create spaces that facilitate healing and wellness. "My ancestors and the spirits and helpers who guide me pulled me toward this work."

Dr. Amy Parent, PhD graduate, Educational Studies
SSHRC Doctoral Fellowship

Bending the Box: Transitional Degrees of Possibility in the Cultural Interface

Universities have only recently begun to develop meaningful programs and services for Indigenous students, but this endeavour has invariably reflected the entrenched Western knowledge systems on which the universities are built. Although the structural parameters of these systems are being modified or 'bent' by Indigenous knowledge, and practices, efforts to improve Aboriginal peoples' participation in universities remains limited. My current research looks at how the Northwest Coast bentwood box acts as a metaphor that framed the theoretical inquiry and methodology for a study which examined two early university promotion initiatives (Summer Science and CEDAR) and two university transition programs (Aboriginal Bridging program and Aboriginal Access Studies) in British Columbia.

Mark Higgins, PhD candidate, Centre for Cross-Faculty Inquiry in Education

SSHRC Doctoral Fellowship

Reframing place and replacing frames: Re(con)figuring relationships to place through visual storying



Schools are often charged with delivering placeless pedagogies. Not accounting for the place "outside" of schools devalues, delegitimizes, and disrupts ways-of-knowing and ways-of-being that stem from a deep and longstanding relationship to place. Furthermore, not considering the ways learning is placed within schools supports the invisible and unquestioned operation of Eurocentrism. Marc Higgins proposes a research project

in which students visually story their relationship to place through photography-assisted comic-book creation to produce a pedagogical space in which students, teachers, and researcher can (re)consider and re(con)figure their relationships to and within place and the Indigenous peoples and knowledges of that place.

Dr. Georgina Martin, PhD graduate, Educational Studies
Kloshe Tillicum Aboriginal Health Research Award
(funded by CIHR)

Drumming my way home: An intergenerational narrative inquiry about Secwepemc identities



Georgina Martin is working with members of her community, the Williams Lake Band, to explore what it means to be Secwepemc. Many Indigenous peoples feel confined by an identity that has been imposed upon them, through the legacy of residential schools and the racism that continues today. Georgina's intergenerational project is weaving narrative inquiry

with Indigenous storywork to help individuals in her community express their own identities. She hopes that her work will provide recommendations on ways to redesign the education system for Indigenous learners to help young community members project their own voices and define who they want to become.

SAGE

Support and Mentoring

Supporting Aboriginal Graduate Enhancement (SAGE) is a province-wide, inter-institutional, peer-support/faculty-mentoring educational initiative. The program supports Aboriginal graduate students and allies to make significant educational and social change using research, Indigenous knowledges, and community oriented approaches. SAGE is sponsored and coordinated by the UBC Faculty of Education.

For further information, contact: grad.sage@ubc.ca



"Poke" by Michael Nicoll Yahgulanaas

RECENT THESES AND

Aman, Cheryl Lynn	Exploring the influence of school and community relationships on the performance of Aboriginal students in British Columbia public schools	PhD	EDST	2006
Anderson, Beatrice Marie*	Nlakapmux grandmothers' traditional teachings and learnings	EdD	EDST	2011
Aragon Ruiz, Antonio	Learning from the 2010 Vancouver winter Olympic Games about Aboriginal peoples of Canada	MA	EDST	2008
Avraham, Chavah S.	Examining UBC anti-racist pedagogy as it pertains to First Nations curricular content : caring for the vulnerable student	MA	EDST	2005
Baker-Williams, Kirsten*	Na mi k'anatsut ta Sk̓w̓x̓wu7mesh snichim chet : Squamish language revitalization : from the hearts and the minds of the language speakers	MA	CCFI	2006
Billy Minnabarriet, Verna*	Aboriginal post-secondary education in British Columbia : Nicola Valley Institute of Technology	EdD	EDST	2012
Blakesley, Simon C.	Remote and unresearched : a contextualized study of non-Indigenous educational leaders working in Yukon Indigenous communities	PhD	EDST	2007
Canada, Deborah*	The strength of the sash : the Métis people and the British Columbia child welfare system	EdD	EDST	2012
Cohen, William Alexander*	School failed coyote so fox made a new school : Indigenous Okanagan knowledge transforms educational pedagogy	EdD	EDST	2010
Davidson, Sara Florence*	(E)merging pedagogies : exploring the integration of traditional Aboriginal and contemporary Euro-Canadian teaching practices	MA	LLED	2008
Edwards, Mark Macdougall	Improving education through dialogue and oral tradition: bridging colonization and cultural difference between Okanagan students, parents, community and non-Aboriginal school leaders	PhD	EDST	2007
Fraser, Patricia Anne	Postcards to the Beloved : an inquiry into our shared worldliness through the practice of a story mentor	PhD	CCFI	2012
Fraser, Tina Ngāroimata*	Māori-Tūhoe epistemology : stages of sustaining tribal identity through Tūhoe performing arts	PhD	EDST	2009
Gore, Aruna Jagdatt	Walking out with your spirit : the educational experiences of former aboriginal inmates in British Columbia prison settings as an impetus for transformational prison education	EdD	EDST	2012
Greenwood, Margo Laine*	Places for the good care of children : a discussion of indigenous cultural considerations and early childhood in Canada and New Zealand	PhD	CCFI	2008
Howell, Teresa*	The point of no return : Aboriginal offenders' journey towards a crime free life	PhD	ECPS	2008
Johnson, Shelly Lee*	"I screamed internally for a long time": traumatized urban indigenous children in Canadian child protection and education systems	EdD	EDST	2011
Karlberg, Anne Marie	Assessment in a tribal college context : a case study of Northwest Indian College	PhD	EDST	2007
Kozey, Stephen William	Local knowledge as praxis : a reflective critical narrative of child welfare practice and service to Aboriginal children and families	EdD	EDST	2012
Krieg, Elizabeth Anne	Stories from outside the textbook : "Counter Points" to colonial narratives in the British Columbia public education system	MA	EDST	2007
Lester-Smith, Donna Michele*	"Hope for change - change can happen" : healing the wounds family violence with Indigenous traditional wholistic practices	PhD	CCFI	2012
Liston, Vanessa Marie	On being a "sama7" teacher : reflecting on colonization, white identity, relationships, and responsibility in Indigenous contexts	MA	EDST	2012
Maclvor, Madeleine Karen*	Aboriginal post-secondary education policy development in British Columbia, 1986-2011	EdD	EDST	2012
Mclvor, Onowa*	îkakwiw nîhiyawiyân : I am learning [to be] Cree	PhD	LLED	2012
Marsden, Dawn Marie*	Indigenous wholistic theory for health : enhancing traditional-based Indigenous health services in Vancouver	PhD	EDST	2005
Meza-Wilson, Anthony	Educational projects for decolonization : anti-authoritarian allyship and resistance education in the Americas	MA	EDST	2012
Michel, Kathryn A.*	Trickster's path to language transformation : stories of Secwepemc immersion from Chief Atahm School	EdD	EDST	2012

ND DISSERTATIONS

Miles, James Anthony	Seeing historical injustice : a qualitative study into how students use historical photographs to make sense of residential schooling in Canada	MA	EDCP	2012
Montes, Claudine A.*	An innovative response to enhance Native American educational success and advancement in higher education	PhD	EDST	2006
Ormiston, Todd Lee*	Yan gaa duunek : an examination of Indigenous transformational leadership pedagogies in BC higher education	EdD	EDST	2011
Parent, Amy*	Keep them coming back for more : urban Aboriginal youth's perceptions and experiences of wholistic education in Vancouver	MA	EDST	2009
Pearson, Christina Joanne	First Nations parent involvement in the public school system : the personal journey of a school principal	EdD	EDST	2007
Pidgeon, Michelle Elizabeth*	It takes more than good intentions: institutional accountability and responsibility to Indigenous higher education	PhD	EDST	2008
Riley, Tasha Anastasia	Self-fulfilling prophecy : how teachers' attributions, expectations and stereotypes influence the learning opportunities afforded Aboriginal students	PhD	EDST	2009
Riley, Tasha Anastasia	The face of achievement : influences on teacher decision making about Aboriginal students	MA	EDST	2005
Rosborough, Patricia Christine*	K'angextola sewn-on-top : Kwak'wala revitalization and being Indigenous	EdD	EDST	2012
Salmon, Amy	Beyond guilt, shame, and blame to compassion, respect and empowerment : young Aboriginal mothers and the First Nations and Inuit fetal alcohol syndrome/fetal alcohol effects initiative	PhD	EDST	2005
Shiu, Daniel Pui-Yin	"How are we doing?" Exploring Aboriginal representation in texts and Aboriginal programs in Surrey secondary schools	PhD	EDST	2008
Smith, Margaret	Mapping Kaay Llnagaay : Indigenous cultural visuality in Haida Gwaii, BC	MA	CCFI	2012
Streelasky, Jodi Lyn	A comparative case study of two urban Aboriginal children's meaning making across home, school, and community contexts	PhD	LLED	2011
Tsepa, Mathabo*	Promoting food security and respect for the land through Indigenous ways of knowing : educating ourselves through Lesotho Qacha's Nek community project	PhD	EDCP	2008
Wisener, Katherine Marie	Aboriginal health education programs : examining sustainability	MA	ECPS	2011
Young, Alannah Earl*	Elders' teachings on indigenous leadership : leadership is a gift	MA	EDST	2006
Young-Ing, Greg*	Intellectual property rights, legislated protection, sui generis models and ethical access in the transformation of Indigenous traditional knowledge	PhD	EDST	2006

Departments:

CCFI: Centre for Cross-Faculty Inquiry in Education

ECPS: Educational & Counselling Psychology, and Special Education

EDCP: Curriculum and Pedagogy

EDST: Educational Studies

LLED: Language and Literacy Education

* Denotes Indigenous students.

Graduate Student Funding in the Faculty of Education

These awards were generously endowed for Faculty of Education graduate students of Indigenous ancestry or specializing in Indigenous education:

Verna J. Kirkness (Ni-Jing-Jada) Award

Jean Barman Prize in Aboriginal Education

Harry E. Taylor Canadian Indigenous Graduate Prize in Education

Dr. Shirley M. Wong Bursary in Education

Aboriginal PhD Scholarship

Funding for four years is provided to Aboriginal PhD students admitted to Faculty of Education PhD programs.

Other funding is available through UBC, your program, department, or supervisor.

Contact Erica Hirschberger, Graduate Awards Coordinator

(604 822 9546 - erica.hirschberger@ubc.ca) for more information.

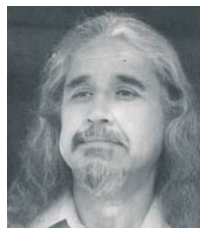


"Cliff" by Michael Nicoll Yahgulanaas



FACULTY OF EDUCATION Indigenous Research

Indigenous Knowledge



*Dr. Cash Ahenakew
Assistant Professor
Educational Studies*



*Dr. Jo-ann Archibald
Associate Dean
Indigenous Education
Professor
Educational Studies*



*Dr. Peter Cole
Assistant Professor
Curriculum & Pedagogy*



*Dr. Michael Marker
Associate Professor
Educational Studies*



*Dr. Pat O'Riley
Associate Professor
Curriculum & Pedagogy*

Teaching and Learning



*Dr. Jim Anderson
Professor
Language & Literacy
Education*



*Dr. Jan Hare
Associate Professor
Language & Literacy
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*Dr. Cynthia Nicol
Associate Professor
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Pedagogy*



*Dr. Mark Aquash
Assistant Professor
Educational Studies*



*Dr. Candace Galla
Assistant Professor
Language & Literacy
Education*

Language and Culture

Health and Healing



*Dr. Tracy Friedel
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Policy



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