

Community Education Toward Reconciliation

Lifelong Learning ~ From the Heart

PROTOTYPE #1 ~ Please see references info

★ Indigenous peoples' needs are at the forefront

action

- personal
- public
- structural

commitment



★ critical hope

better futures are possible through inclusive, equity-based learning and action

interaction & imagination

- desegregation
- constellations of collaboration



listening with respect

- 🗣️ speakers
- 📺 media
- 📖 books
- 📋 course work



★ Indigenous Worldviews are honoured

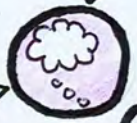
place & culture awareness

- local First Nations
- Diaspora
- Land of birth
- Ancestral lands



self-awareness

- attend to emotions
- examine personal values
- unlearn myths
- integrate the truth



★ Inherent Indigenous Rights are honoured

Learning from Indigenous people
LISTENING TO...

WALKING WITH...

WORKING WITH...

Prototype 1- Community Education Toward Reconciliation Lifelong Learning – From the Heart

REFERENCES – Prototype Sept. 12, 2021 – Andrea N. Mann

Please note that in addition to the references listed below, an informal annotated bibliography will be developed next to share resource excerpts, and to make visible the connections and insights that the references provide. Meanwhile, the prototype is being shared with several community members, whose further insights will be so valuable in refining its intentions, structure and applications going forward.

This first prototype has been made possible through the beautiful friendships and generous teaching of many Indigenous people, as well as other settlers and newcomers, who like me, are committed to the work of contributing to a better future. I owe particular gratitude to Dr. Yvonne Poitras Pratt and her guidance from the beginning of my learning in Indigenous Education, as well as the context for further growth she is providing through her [Indigenous Education: A Call to Action](#) graduate studies program, in which I am currently enrolled. The academic paper she wrote with her colleague Dr. Patricia Danyluk in the reference below is the source for the linear growth concept that forms the foundation at the bottom of the prototype, and many other points of inspiration embedded in it.

I also want to thank all the youth, Elders, Knowledge Keepers, mentors, artists, family, friends and community members who have walked together through the last two years of [From the Heart Kootenays](#) youth arts collaboration projects, and are preparing to launch another phase in this growing movement. It has been through working with each of you that I have been able to better understand my own learning journey to date, and begin helping others in theirs. Thank you to the From the Heart Learning Circle at the Nelson Public Library for committing to learning toward reconciliation together, with no sign of slowing. The learning is indeed lifelong and it is an honor to be a part of such vibrant, supportive and adventurous circles.

Foundational resource:

Poitras Pratt, Y., & Danyluk, P. J. (2019). Exploring reconciliatory pedagogy and its possibilities through educator-led praxis. *The Canadian Journal for the Scholarship of Teaching and Learning*, 10(3).
<https://doi.org/10.5206/cjsotl-rcacea.2019.3.9479>

Additional resources:

Battiste, M. (2013). *Decolonizing education: Nourishing the learning spirit*. UBC Press.

Betasamosake Simpson, L. (2017). *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.

First Nations Education Steering Committee - FNEC. (n.d.). *First Peoples Principles of Learning*. [poster] <http://www.fnesc.ca/first-peoples-principles-of-learning/>

Freeman, K., McDonald, D. & Morcom, L. (2018, April 24). Truth and reconciliation in your classroom: How to get started and who can help. EdCan Network. [poster] <https://www.edcan.ca/articles/truth-reconciliation-classroom/>

Graveline, F.J. (1998). Resistance retheorized: The Native perspective. In *Circle works: Transforming Eurocentric consciousness* (pp. 33-48). Fernwood Publishing.

Knudsgaard, B. (2021). Aboriginal cultural safety, humility and competency resources. British Columbia Interior Health. Indigenous Health Collaborative. [document, personal communication].

Little Bear, L. (2000). Jagged Worldviews Colliding. *Reclaiming Indigenous voice and vision* (Battiste, M. Ed.). UBC Press. Republished with permission at this link: https://www.learnalberta.ca/content/aswt/worldviews/documents/jagged_world_views_colliding.pdf

Oleman, G. (2021). Elder Teachings shared through [FitNation](#) leader training, and Teachings in the air. [audio podcast]. <https://www.teachingsintheair.ca/>

Regan, P. (2010). *Unsettling the settler within*. UBC Press.

Ta7talíya Nahanee, M. L. (n.d.). Decolonize first: a liberating guide and workbook for peeling back the layers of neocolonialism. Available for purchase at: <https://www.nahaneecreative.com/products/decolonize-first-a-liberating-guide-and-workbook-for-peeling-back-the-layers-of-neocolonialism>

Vowel, C. (2016). *Indigenous writes: A guide to First Nations, Métis, & Inuit issues in Canada*. Highwater Press.

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If any questions arise, please feel free to contact Andrea N. Mann at learning.leap.dialogue@gmail.com She is a mother, artist, teacher and activist with settler ancestry living in the unceded ancestral lands of the Sn̓ayckstx, Ktunaxa, Secwépemc and Syilx peoples in the West Kootenay region of BC.