ACDE’s Accord on Indigenous Education: Progress Report (2011)

The Association of Canadian Deans of Education launched its Accord on Indigenous Education on June 1, 2010, at Concordia University in Montréal. The Accord’s purpose is to advance Indigenous identities, cultures, languages, values, ways of knowing, and knowledge systems in all Canadian learning setting. This report outlines how education faculties across Canada have worked to enact the Accord in their institutions and beyond.

Background

The Association of Canadian Deans of Education (ACDE) brings together deans, directors, and chairs of education in Canadian universities and university-colleges. ACDE members are committed to pan-Canadian leadership in professional and teacher education, educational research, and policy in universities and university-colleges. There are currently sixty-two members in ACDE.

ACDE’s principal commitment is to addressing issues of importance in educational policy and practice across the country. Indigenous education has been a particular concern of ACDE’s since 2003. At that time, the ACDE executive met with representatives from the Council of Ministers of Education, Canada (CMEC) to discuss issues around Aboriginal education—for example, at the time there was very little data available about Aboriginal participation in education. It is worth pointing out that this was the first time that CMEC met with an external group, and, since that first meeting, CMEC has significantly increased its engagement with Aboriginal education.

ACDE continued its own engagement through the development of an Accord on Indigenous Education under the leadership of Dr. Jo-ann Archibald (Associate Dean-Indigenous in the Faculty of Education, University of British Columbia), Dr. John Lundy (Director of the School of Education, Laurentian University), Dr. Cecilia Reynolds (Dean, Faculty of Education, University of Saskatchewan), and Dr. Lorna Williams (Canada
Research Chair, Indigenous Knowledge and Learning at the Faculty of Education, University of Victoria). The Accord was written over a two-year period, with significant contributions from and consultation with Indigenous scholars and communities. The Accord was unanimously ratified by ACDE members in October, 2009.

**ACDE’s Accord: Moving Forward**

Since the launch of the Accord, ACDE members have worked to advance its principles within their own institutions. There are many positive developments stemming from the Accord, focusing on research, hiring of faculty and staff, curricular initiatives in new and existing courses, new infrastructure, and scholarships for Aboriginal learners. In addition to working within their own institutions, ACDE has considered how it might advance the goals of the Accord more broadly. Recently, ACDE connected with the Federation for the Humanities and Social Sciences and the Association of Universities and Colleges of Canada to discuss how the three organizations might partner with each other to further the Accord.

**Report from ACDE Member Institutions**

At ACDE’s annual meeting, which took place in Ottawa on October 19th and 20th, 2011, members discussed regional and institutional responses to the Accord on Indigenous Education. Following is a summary of the discussions organized by region, along with some specific examples from member institutions.

One of the national-level outcomes of the discussion will be the creation of a web portal that will enable the sharing of information such as course materials, curricula, reading lists, websites, and other materials to ensure that Aboriginal knowledge is infused into education curricula. The main portal will guide users toward regional or local sites so that course instructors can access information that is most relevant to the Aboriginal communities they serve. The Faculty of Education at the University of Saskatchewan is leading this project.

Faculties with long-established teacher education programs for Aboriginal students are now in a leadership position relative to other faculties within their universities, which at present are not able to meet their quotas for Aboriginal enrollment. The Accord provides a framework through which education faculties are able to share their strategies and successes with faculties of law, medicine, business, and others. Faculties of education with long-established Aboriginal teacher education programs typically report high enrollment and graduate rates, as compared to faculties that do not offer dedicated programs.

Many Canadian universities have well-established Aboriginal centres that offer support and counseling, as well as informal gathering spaces, for Aboriginal students. These supports are vital for ensuring student success and are an important follow-up to recruitment efforts: it is not enough to bring Aboriginal students to campus; universities need to support them through the challenges of post-secondary education by ensuring that the environment is welcoming and inclusive.
An area of great and increasing need is the provision of programs in rural and remote communities, so that Aboriginal learners do not need to leave their home communities. While the proliferation of communications technologies might appear to make such arrangements easy to implement, in fact there are still significant barriers such as lack of computers, internet access, and bandwidth. In terms of institutional barriers, it is still difficult for Aboriginal learners in remote areas to access a full program. ACDE members are beginning to discuss whether a new system might be arranged, one that includes flexible transfer arrangements, high quality online learning, and a coordinated approach to meeting local learning needs.

**Atlantic Canada: Overview**

All of the Atlantic education faculties have increased their engagement with Indigenous education since the launch of the Accord. While there are particular challenges in each province, there are some common themes:

- The Atlantic provinces have a relatively small population and a fairly small percentage of Aboriginal people. In spite of the small numbers, education faculties have noted a renewed sense of aboriginal identification. The overall number of Aboriginal students graduating from education programs is increasing.
- There is an increased emphasis in all the Atlantic universities about identifying strategies for increased access.
- There are new programs and partnerships in all institutions.

**Faculty of Education, Memorial University of Newfoundland**

- The Faculty is increasingly aware of and responsive to its Mi’kmaq students and communities.
- Nine aboriginal bands on island have formed into the Qalipu Mi’kmaq (Cariboo) First Nation. It was initially estimated that there would be 12,000 members, but the numbers have grown to 25,000 members.
- The Aboriginal population of Newfoundland is estimated at 5%. Approximately 35% of students on Memorial’s campuses are aboriginal.

**Faculty of Education, St. Francis Xavier University**

- Every second year, the Faculty holds an Indigenous conference in collaboration with the Mi’kmaq.
- Recently, the Mi’kmaq asked whether the university could help with language preservation. Ten years ago this could not have been done. However, the university now has Mi’kmaq-speaking master’s graduates who were able to prepare and deliver the program in the Mi’kmaq language very quickly. Capacity is growing for this type of initiative.
**Faculty of Education, University of Prince Edward Island**

In October, 2010, the Faculty of Education shared the *Accord on Indigenous Education* with the Mi’kmaq community of Prince Edward Island. This event combined a number of initiatives. A new bench on campus, one which was designed by Mi’kmaq artisans, was dedicated and smudged. Two paintings by Gilbert Sark, an artist from Lennox Island First Nations, were unveiled, and presented to the University. The Robertson Library presented an overview of the Mi’kmaq Research collection. The *Accord on Indigenous Education* was presented to the community, and a copy co-signed by Chief Brian Francis and then-Dean of Education Tim Goddard. John Joe Sark, a captain with the Grand Council of the Mi’kmaq, welcomed the gathering. Julie Bull, an Inuit-Métis Vanier Scholar from northern Labrador who completed her undergraduate degree at UPEI, gave the keynote address. Participants from across the UPEI campus were engaged in this event, together with many people from the Mi’kmaq community.

In a broader vein, the Faculty continues its ongoing commitment to Indigenous education. At the BEd level the Specialization in Indigenous Education continues to attract both Aboriginal and non-Aboriginal students. Students in this specialization take additional courses in the area of Indigenous education and complete a teaching practicum in an Aboriginal community. Recent placements have been in schools serving Mi’kmaq (Nova Scotia), Innu (Labrador), urban Aboriginal (Toronto), Saami (northern Sweden), and Maori (New Zealand) communities.

At the graduate level the second cohort of the MEd (Nunavut) degree was currently on campus for summer school during July 2011. In May 2013 this cohort of 19 Inuit educators will join the 21 who graduated in 2009, the first to receive a graduate education program designed for, and delivered in, Nunavut. UPEI is proud to have brought a successful graduate education experience to 40 educational leaders in Nunavut.

**Québec: Overview**

Aboriginal education becoming a topic for discussion at the provincial level. The Government of Québec is developing a Northern Plan, which will have an education component.

**Department of Education, Concordia University**

- The Department is working with the Labrador Inuit to offer a master’s program in education.
- Preserving aboriginal languages an important part of Concordia’s engagement. The Department recently obtained a SSHRC grant to aimed at the study and capture of endangered languages.
Ontario: Overview

Several universities have long established traditions of working with First Nations communities, and have a corresponding degree of support infrastructure. Others are just beginning and are working in more modest ways. The Accord is used in different ways in each institution: some use it to affirm their strategic directions, while others use it to leverage additional supports for the programs and initiatives they are planning.

Several different approaches to Indigenous education are apparent. In some institutions, courses and programs that are very specifically designed for Aboriginal students are the focus. Other institutions are choosing more of an infusion approach, with Indigenous content woven into existing courses and programs.

University-level supports and infrastructure are key components for Aboriginal success, particularly for advanced degrees. Such structures might include counselors or advisors, and dedicated spaces for Aboriginal students to gather. Areas for future growth include recruitment at the secondary school level, with particular emphasis on recruiting male candidates.

School of Education, Trent University

Building Faculty Capacity

- Two faculty retreats addressed the infusion of Indigenous knowledge into courses
- A common text was designated for faculty to read to build capacity – *Look to the Mountain* by Gregory Cajete.
- The School held a workshop to create awareness of FNMI policy framework.
- There was a separate curriculum planning meeting with IS and PJ faculty to plan Indigenous infusion into course design.
- Individual faculty requests are assisted by an Indigenous faculty member who also forwards new information on to relevant faculty.
- The School created an electronic database of resources for faculty to use in their infusion efforts

Building Teacher Candidate Capacity

- All PJ and IS candidates read a common text before attending classes (*One Native Life* by Richard Wagamese) followed by discussion sessions facilitated by faculty. Some faculty extend the learning by further addressing the text in courses.
- The School offers a film series followed by discussions to create awareness of Indigenous issues and needs.
- A 75-hour alternative practicum placement is provided by an Indigenous faculty member titled “Learning From the Land and Indigenous People” which focuses on learning about Indigenous people through the land.
- An Indigenous guest speaker addresses all teacher candidates on their “first day of school” to situate the importance of Indigenous education.
- Use of *Keepers of the Earth* by Caduto and Bruchac as a core text in the PJ curriculum courses serves as a model for integrating Indigenous knowledge
throughout the subjects. Entry points for infusion of the text into courses were also provided to faculty.

- The School created an electronic database of resources for students to use to build their knowledge, support assignments, and utilize for curriculum planning.
- The School engaged in extensive purchasing of resources for the education library.

**Infrastructure**

- There are two Indigenous faculty on staff—one tenure-track from Mexico and one limited-term-appointment from the Anishinaabe nation.
- There is a large Indigenous Studies program (BA, Ph.D.) on campus which provides cultural activities and gatherings, culturally respectful gathering spaces, access to Elders and traditional people, and counselling services.

**Ontario Institute for Studies in Education, University of Toronto**

The Ontario Institute for Studies in Education of the University of Toronto (OISE) announced the appointment of Dr. Suzanne L. Stewart of the Yellowknife Dene First Nation as OISE’s first Special Advisor to the Dean on Aboriginal Education today. OISE is a leader in Aboriginal education and among the first Canadian faculties of education to prioritize Indigenous values and educational research following the signing of the *Accord on Indigenous Education* (ACDE) in June 2010. The Special Advisor position sits at the highest level in Canada’s leading Faculty of Education reflecting the importance of Aboriginal education here and across the whole country.

In her new role, Dr. Stewart will bring together a community-based Aboriginal Council to advise on institutional policies, procedures, practices and programs to ensure they reflect and respect the interests and needs of Aboriginal communities. This position was established in consultation with the Aboriginal scholars at OISE and with Anishnawbe Health Toronto and was given the spiritual name Kitchae kaetae bojinanon (Great dreams from long ago) at a special naming ceremony last month. Dr. Stewart was also given a new spiritual name, Medicine Hand, to help guide the success of the initiative.

Since 1989, Aboriginal students at OISE have helped to promote a vision for a stronger Indigenous presence in post-secondary education. At OISE, many graduate courses create spaces for integrating Aboriginal and Indigenous knowledges, and OISE’s teacher education program includes Aboriginal content in all core areas of learning so that OISE teacher candidates are better prepared to teach Aboriginal learners and to include Aboriginal content in their future classrooms.

**Faculty of Education, York University**

York University’s Faculty of Education supports the *Accord on Indigenous Education* (ACDE, June 2010) through the implementation of a wide range of programs and initiatives in our student programs and research projects. The following examples provide a brief overview of our major initiatives.

*Access*
The Faculty of Education has established an Access Working Group that provides support for Aboriginal students during the application process and throughout the programs.

**Indigenous Teacher Education**

The Faculty offers a unique opportunity to pursue a career in Indigenous Teacher Education. The first of its kind in the GTA, this program is designed to prepare teacher candidates to teach at all certification levels (primary/junior, junior/intermediate and intermediate/senior) and to meet the needs of teaching Indigenous material in appropriately respectful ways to both Indigenous and non-Indigenous students in a range of contexts. Graduates, through their expertise in Indigenous studies, will be equipped to respond to the needs and wishes of Indigenous students’ families and communities as well as all students in Ontario schools. Considerable emphasis in the program is placed on Indigenous language skills and deep understanding of Native Canadian cultures.

**Barrie Site First Nation, Métis, and Inuit Education Infusion**

The Faculty of Education’s site in Barrie is working to teach in ways that are culturally responsive to and respectful of Indigenous ways of knowing, traditions and perspectives through the implementation of an Indigenous Education Infusion (the Infusion), in which First Nation, Métis, and Inuit ways of knowing, traditions, and perspectives are woven into each of the required courses and practica.

To implement the Infusion the Faculty has questioned how the Bachelor of Education program might clearly

- identify land, Aboriginal peoples and relationships, in all their complexities of languages and cultures, as central to the development of sound and caring teaching practices
- excise deficit theorizing from our hearts and minds
- examine critically the importance of understandings about Aboriginal peoples, lands, and perspectives in the development of culturally-responsive pedagogies in Ontario schools (Haig-Brown, 2008).

The method for creating the Infusion is centered on developing respectful relationships with First Nation, Métis, and Inuit partners and creating space in the program for thoughtful construction of new pedagogy and understandings that respect First Nation, Métis and Inuit cultures, traditions, perspectives, and ways of knowing (Vetter & Blimkie, 2011).

**Courses**

*ED/EDUC 2200 3.00 Issues in Indigenous Education* is a required course for students in the Indigenous Teacher Education program and the Barrie Site P/J/I Consecutive Education program. *ED/EDUC 2300 3.00 Pedagogy of the Land* is offered to all teacher candidates in the Indigenous Teacher Education and Concurrent Education programs.

**Expanding the Infusion of First Nation, Métis, and Inuit Ways of Knowing**

The infusion of First Nation, Métis, and Inuit cultures, traditions, perspectives and ways of knowing is expanding into the foundational course offerings of the Faculty. The Models of Education course at the York Region site, among others, includes the infusion of FNMI content and pedagogy to facilitate awareness and understanding among teacher candidates.
Research - Urban Aboriginal Education Pilot Projects
The Faculty of Education collaborated with Simcoe District School Board, Toronto District School Board, and Aboriginal communities and organizations to undertake research pilot projects with the objective of supporting student success in schools for urban-based Aboriginal students through outreach to Aboriginal families, communities, and organizations. Principal researchers for the projects were Celia Haig-Brown (working with SCDSB) and Susan Dion (working with TDSB).

Conclusion
Together with our First Nation, Métis, and Inuit partners and the education community, the Faculty of Education has undertaken positive measures to implement programs that support the Accord on Indigenous Education (ACDE, June 2010) and make clear our conviction in the importance of First Nation, Métis, and Inuit education, research, awareness, and understandings.

References

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Faculty of Education, Brock University

The Faculty of Education at Brock University is home to the Tecumseh Centre for Aboriginal Research and Education, one of the few multidisciplinary research entities in Ontario that builds educational programming around the expressed needs and requirements of Aboriginal communities. Today, the Centre draws growing numbers of Aboriginal undergraduate and graduate scholars working to create cooperative networks, and seek out support and training as they envision their research and their place in the struggle to promote healthy communities. The Centre is a place where Aboriginal communities and University researchers from diverse disciplines, guided by Aboriginal peoples, share their expertise to build a deeper understanding of the needs of Aboriginal communities. It is where the idea of research is demystified and connected to educational programming and the potential for change is transplanted into community. It is where Aboriginal theory is discussed, crafted, and enacted for the benefit of all communities. The Tecumseh Centre is a place of being, becoming, and a place of convergence.
The Centre is committed to making a significant contribution in the development of the next generation of Aboriginal researchers and scholars. This commitment is being achieved through three strategic initiatives. The first initiative is to connect Aboriginal undergraduate and graduate students to training opportunities in Aboriginal research ethics and methodologies. Secondly, the Tecumseh Centre supports access to research funding, the latest software developments relevant to research, and encourage a wider conception of Aboriginal research and scholarship by connecting undergraduate and graduate students to local, national and international speaker series, colloquia and conferences. Thirdly, the Centre provides hands-on opportunities for Aboriginal graduate students to participate in the Tecumseh Centre’s research projects through graduate internships.

The number of Indigenous students in all programs continues to grow. Federally funded research programs have earned nearly $1 million dollars in grants over the years. The Faculty recently hired a tenure-track faculty member that will further embed the mandate of the Tecumseh Centre in the Faculty of Education, across the university, and elsewhere.

Some specific initiatives include:

• The Bachelor of Education Primary/Junior (Aboriginal) program is offered in conjunction with the Northern Nishnawbe Education Council in Sioux Lookout, Ontario.
• The Bachelor of Education in Aboriginal Adult Education Degree/Certificate is a cohort based program offered at various venues across Ontario.
• Aboriginal Studies courses may be taken for credit as electives in any Brock degree program at our main campus in St. Catharines, Ontario.
• The Gidayaamin Aboriginal Women’s Certificate Program assists Aboriginal women in transitioning to undergraduate degree programs.

Faculty of Education, Wilfrid Laurier University

Wilfrid Laurier’s Faculty of Education has done several things to enhance students’ understanding of Indigenous education. First, Laurier’s Senior Advisor on Aboriginal Initiatives addressed education students on the history of Aboriginal education. This was followed by two additional presentations on curriculum and research. This required lecture series will continue this year, shortening it to two sessions: the history and curriculum ones.

Last year and this year, Aboriginal artists and authors will speak at Homecoming receptions, to which alumni as well as current students are invited. Stemming from last year’s presentation, a faculty member engaged twelve students in a project in which the speaker became an artist-in-residence at a high school with a high Aboriginal enrollment, with teacher education students working alongside the high school students and reflecting on the entire experience. This will result in a poster exhibit and symposium at this year's CSSE conference (if accepted).

One of the Faculty’s administrative assistants, of Native descent (her term), has been named to a committee of the Ontario Secondary School Teachers’ Federation called Common Threads: Aboriginal Perspectives in Education. She is sharing her work with the
Faculty, and has obtained a number of resources which she is putting into a resource kit for use in courses or by students in the schools.

Finally, the Vice-President Academic has granted the Faculty funds to hire a half-time Aboriginal coordinator. This person's job will be to integrate Aboriginal content into courses, provide workshops for students, and to reach out to Aboriginal communities in with the hope of encouraging students in grades 6 to 8 to work toward careers in social services (education or social work—two faculties here with strong interest in Aboriginal issues). One notion is to bring some young people to campus in the summer to give them an idea of what university might be like, as well as possibly doing some programming in their communities. This of course depends on what the Aboriginal communities would like to have happen, but these are some initial ideas to work from. The goal is for the Aboriginal coordinator will be able to help build respectful relationships of mutual benefit.

**Faculty of Education, University of Western Ontario**

The Faculty of Education began its initiatives prior to the signing of the *Accord on Indigenous Education* in 2010. The Faculty continues to expand its initiatives and develop its planning and projects in close co-operation with Indigenous communities, agencies, and organizations as well as local school boards.

The Faculty has a dedicated Aboriginal Education Office (AEO) staffed by a Director of Aboriginal Education with 50% release time. An Indigenous scholar was hired three years ago and also works out of that office. The AEO supports Aboriginal students in the pre-service and graduate programs, builds networks among them, provides advice and information to students and faculty on a range of topics, and organizes a wide variety of events including guest speakers, workshops, and presentations. Through its budget, the AEO supports the teaching of faculty members who are developing more inclusive courses. Many faculty members draw on community resources to assist in developing teacher candidates who are more aware of the learning needs of First Nations, Métis, and Inuit students.

All teacher candidates receive exposure to core content about issues in Aboriginal education through their compulsory courses and approximately 200 also complete an elective course, *Teaching First Nations Students*. We now offer an annual Aboriginal Education Day for all students in the B.Ed/Dip.Ed program. This provides exposure to keynote speakers and students can select from a range of workshops to enhance their professional development. Practicum placements in First Nations schools are available and service learning opportunities in Indigenous settings are arranged.

The Faculty has a growing number of graduate students in the MEd and PhD programs. Two new graduate courses have been introduced. They are Aboriginal and First Nations Education: The Broader Policy Context and Issues and Implications in Aboriginal Education. Fifteen students are enrolled in our 2011-2013 cohort-based MEd program, Leadership in Aboriginal Education, offered on-site at Kettle and Stony Point First Nation. Our previous Aboriginal leadership cohort program held at Walpole Island was extremely successful with 100% of the cohort graduating in 2009. Many are now in leadership
positions with First Nations schools or provincial school boards. Two are currently teaching for the Faculty of Education and one is in our PhD program.

Several research projects are underway in the Faculty, including a large SSHRC-funded, three-year project called First Nation Re-conceptualize Educational Assessment, developed in partnership with the Indigenous Education Coalition, and the Mississaugas of the New Credit, Chippewas of the Thames, and Walpole Island First Nation. Faculty are also part of the North-South project that works with northern communities.

The Faculty of Education works in full co-operation and partnership with other units on the Western campus including Indigenous Services, the First Nations Studies program and the First Nations Student Association. With the latter group, the Faculty co-sponsors an annual powwow which draws drummers, dancers, and visitors from a large number of First Nations communities in south-western Ontario and exposes Western’s students, staff, and faculty to artistic and cultural traditions of the regional First Nations. Members of the AEO also participate in the Inter-Disciplinary Initiative on Aboriginal Health and Well-being with researchers from the Faculties of Social Sciences, Arts and Humanities, and Health Sciences.

Faculty of Education, Lakehead University

The Faculty of Education at Lakehead University is committed to the goals of the Accord on Indigenous Education, and has been actively involved in Indigenous Education since the 1970s. The Accord affirms the commitment that the Faculty has to Indigenous Education and provides a framework to support future initiatives.

The Faculty has five full-time Aboriginal faculty members, including a Tier II Canada Research Chair in Indigenous Education. Other faculty members are also involved in Aboriginal Education research.

The Faculty is committed to engaging with a range of groups involved in Aboriginal education, including tribal councils, Aboriginal communities, and school boards that have Aboriginal students in their schools.

Undergraduate Education
All BEd students take a mandatory course on Aboriginal Education. The Faculty also strongly supports the infusion of First Nations content into all courses, and has worked with instructors to support this process.

The Honours Bachelor of Education Concurrent programs offers a 3 semester elective on Culturally Responsive Urban Aboriginal Education, open to all students in the final year of the program.

Department of Aboriginal Education
The Faculty of Education supports the retention of Aboriginal languages through the Native Language Instructors’ Program, for speakers of Ojibwe and Cree training to teach their own
languages, creating an active community of learners each July for students from across Ontario as well as from other provinces and the United States.

The Honours Bachelor of Education (Aboriginal Education) and the Native Teacher Education Program (NTEP) provide initial teacher education for Aboriginal students. Many of the leaders in Aboriginal Education across northwestern Ontario are graduates of these programs.

**Graduate Programs**

The Joint PhD Program in Educational Studies has six First Nations students enrolled, and the Master of Education program has sixteen First Nations students enrolled. Graduate students have the opportunity to take a range of courses that integrate Aboriginal knowledge.

**Research**

The Faculty of Education partnered with the Lakehead District School Board for the Urban Aboriginal Education Program; this collaboration has continued with development of other activities to support success for Aboriginal students in the public school systems. Ongoing research with the Board includes externally funded research on the effectiveness of Ontario’s Aboriginal education policy framework.

Faculty members have conducted research with KiHS (Keywatinook Okimakanak Internet High School), an alternative delivery provider for Aboriginal students from isolated communities in northwestern Ontario, and is also actively involved in other research that engages Aboriginal communities and individuals.

**Manitoba, Saskatchewan, and Alberta: Overview**

Most of the education faculties in this region offer long-established (40-plus years) Aboriginal teacher education programs, as well as a range of supports for students on campus. As such, they are well situated to offer leadership on their campuses to other faculties that are seeking to enroll and support more Aboriginal students. At the University of Regina, for example, the faculties of arts and science have not yet offered programs on-site within Aboriginal communities. The Faculty of Education offers a number of community-based cohort programs that feature small class sizes and high levels of support, along with high achievement expectations. Experience has shown, and the literature supports, that this model tends to be lead to student success in these programs.

Hiring Aboriginal faculty members is a priority for all institutions. Having only one or two on staff is problematic, as there is an enormous burden placed on these faculty, and the burnout rate can be high. At present, hiring committees tend not to be prioritizing Aboriginal candidates as they should, unless there is specific direction (e.g., for an Aboriginal chair). Pooling information on hiring practices gives education faculties some leverage in requesting support from their university provost.
Faculty of Education, University of Manitoba

The Faculty implemented the Manitoba Minister of Education’s recommendation that every BEd student be required to take at least one Aboriginal Education course in order to be certified. The courses are: EDUA 1500 (Aboriginal Education) and EDUB 1602 (Aboriginal Perspective and the Curriculum). The Faculty has increased the number of Aboriginal and non-Aboriginal faculty members who have the research and expertise to teach about Aboriginal content and culture.

BEd students have available to them practicum placements that are either in Aboriginal-focused schools or in schools where there are high numbers of Aboriginal students. In the coming year, the Faculty will increase the number of these practicum sites.

The Faculty continues to offer the Education/ACCESS program for Aboriginal and minority students. This program also provides the opportunity for Aboriginal students to meet Aboriginal faculty members and recent Aboriginal graduates.

The Faculty has and continues to offer programs for Aboriginal students in the Post Baccalaureate Diploma Education (PBDE) program, and in the Master’s and PH.D. programs.

The President initiated the Post Secondary Aboriginal Scholarship at the doctoral level as a recruitment tool. Scholarships are awarded to students of Aboriginal descent.

Representatives of the MMF (Manitoba Métis Federation) and other Aboriginal organizations are a part of the Dean’s Advisory Committee which meets to discuss general issues and challenges related to teacher education.

College of Education, University of Saskatchewan

The new B.Ed. program (which begins in 2012-13) requires all instructors to "include" Indigenous perspectives and antiracism approaches in all required courses for all teacher candidates.

The College obtained $250,000 from the Provost for professional development programs for all faculty and staff on "Aboriginal engagement," including cultural and curricular aspects.

The College obtained a further $100,000 from the Provost to assist in funding a Chair in Aboriginal Education. A search is now underway.

The new College Plan 2012–16 continues to specify Aboriginal engagement as the number one priority for the planning cycle. The College Plan includes reference to such things as:

- developing an International Interdisciplinary Ph.D. in Indigenous Education
- a second Research Chair focused on Indigenous education
- strategies to link the Aboriginal Teacher Education Programs with graduate programs across all departments
• hiring more Aboriginal faculty in all four departments,
• hiring more Aboriginal support staff
• expanding "community-based" ATEP and graduate programs
• developing a research cluster in Aboriginal education and initiating a Visiting Scholar and Post-Doctoral Fellowship program for the College in relation to this cluster
• maintaining the activities of the Aboriginal Education Research Centre and expanding the number of faculty who undertake funded projects in that centre
• reaching out across the campus to share the College’s learning with regard to the professional development program for faculty and staff that will begin in 2011/12 and thus taking a leadership role on campus in this regard.

Faculty of Education, University of Regina

At the University of Regina, ten percent of the student population self-identifies as Aboriginal. The President, Dr. Vianne Timmons, has identified support for Indigenous Education as her number one priority in the coming year and this is reflected in the following initiatives:

1. An emergency bursary fund has been established to assist Aboriginal students facing financial hardships.
2. The Aboriginal Student Centre is to be expanded in larger space with more financial and human resources.
3. Strategic hiring in the field of Indigenous Studies will be given priority.
4. The president recently visited 5 Northern Aboriginal communities to talk to leaders about their educational needs.
5. The president has formed a President’s Aboriginal Advisory Council composed of Aboriginal Faculty and Staff to provide on-going counsel and direction to the implementation of the University’s strategic plan. The plan is entitled mâmawohkamâtowin: Our Work, Our People, Our Communities. The Cree word mâmawohkamâtowin means "co-operation; working together towards common goals".
6. First Nations University of Canada, one of the University’s three federated colleges, has been strongly supported as it solves short- and long-term financial and governance issues.
7. We have identified the expansion of our day-care spots on campus as a number one priority for making this University a more supportive environment for all students, but particularly for Aboriginal students.

The Faculty of Education continues its partnerships with Aboriginal Teacher Education Programs (ATEPs) including the Saskatchewan Urban Native Teacher Education Program (SUNTEP), the Northern Teacher Education Program (NORTEP), the Yukon Native Teacher Education Program (YTEP), and the Nunavut Teacher Education Program (NTEP). Some of these partnerships go back 25 years; others are more recent. More than a thousand Aboriginal teachers have graduated from ATEPs connected to Saskatchewan’s two universities. In addition:
1. Our community-based Master’s programs provide access to Aboriginal teachers wishing to further their education.
2. The core courses of our new undergraduate curriculum include a strong social justice and anti-racist orientation.
3. All students are now required to take at least one Indigenous Studies course as part of their degree.
4. We have just received approval to strategically hire an Indigenous Scholar in a tenure-track position for our Core studies area.
5. We are working with First Nations University to see how we might better coordinate our education courses, particularly in the area of Indigenous languages and cross-cultural courses.
6. The Associate Dean has formed an Advisory Council to inform the Faculty of the best way to Indigenize our undergraduate curriculum and to integrate the concepts of Treaty Education (mandated by the Ministry of Education for the K-12 system) into our own programs.
7. We started a community-based 4-year undergraduate program in Meadow Lake this September. Sixty-five percent of the students self-identify as First Nations or Métis.
8. In the spring we are signing a joint-articulation and transfer agreement with the Early Childhood Education program at the province’s technical institute (SIAST). Many students in this program are of Aboriginal ancestry. This will enhance their ability to pursue a B.Ed.

Faculty of Education, Mount Royal University

Mount Royal University launched its 4-year Bachelor of Education, elementary program in fall 2011 with a first-year intake of 80 students. Having only recently joined ACDE, the Faculty is in the process of familiarizing itself with the Accord on Indigenous Education and considering the ways in which it will respond to its recommendations in the context of the program. At this time—as part of a university-wide initiative to increase enrolment of Aboriginal students—the Faculty set aside 5% of its intake quota this fall for qualified Aboriginal applicants and managed to meet that target without difficulty. The intent is to increase the target to 10% over time. Related to this, the Faculty has established a close working relationship with the Iniskim Centre (the university’s native student centre) to support and assist these students as required on their journey through the BEd. In addition to its Aboriginal intake, the program offers as an elective a 3-credit course entitled Aboriginal Cultural Dimensions and Classroom Applications (EDUC 2351), and will be making field and practicum placements available in both reserve schools and urban schools with significant aboriginal populations.
Faculty of Education, University of Alberta

The learning environment for students and faculty has been enriched as the Faculty increased its Indigenous faculty numbers from one professor in 2004 to a current total of seven Indigenous tenure track faculty members. There is now an Indigenous Education Council within the Faculty to advise the Dean and Faculty leadership, and to help, in partnership, to better welcome and serve Aboriginal students, and develop stronger and more appropriate programs and curricula. Also, as the Faculty finalizes the implementation of a new Principles for Undergraduate Education and Curriculum Framework there are three Ad Hoc committees providing guidance, one of which focuses on Aboriginal content. The Faculty is attempting to provide more visual representations of Aboriginal heritage within the Education building, and had the honour of having Jerry Whitehead as an Artist in Residence for a week in 2010.

Program initiatives include a new and innovative cohort of the Aboriginal Teacher Education Program (ATEP) that is a collaboration between two provincial Ministries, the largest northern school district in Alberta (Northlands), Northern Lakes College in Slave Lake, and the Faculty of Education at U of A. Program content is delivered to students in 11 sites, through blended delivery. There are 64 students beginning year three this fall, the largest cohort of ATEP students in the program history, with the promise of over 60 new teachers, most being Aboriginal, in two years. In addition, this fall the Faculty is launching a new collaborative Masters of Education program through Blue Quills First Nations College in St Paul, with 25 students, many of whom are ATEP graduates.

The Canadian Indigenous Languages and Literacy Development Institute (CILLDI) is an annual summer school committed to the revitalization of Canada's Indigenous languages through language documentation, teaching and literacy. CILLDI has been in operation since 2000. It is a tri-Faculty initiative at the University of Alberta, involving the Faculties of Arts, Education, and Native Studies. Education is currently pursuing a Certificate in Aboriginal Language Instruction related to CILLDI coursework.

British Columbia: Overview

The BC Deans of Education are considering a Campus BC approach to Aboriginal learning, whereby they would pool resources and curriculum to create a campus-wide approach. The plan would involve a community-based model whereby courses are offered on-site in several communities with some components offered online. As noted above, the infrastructure challenges are significant, with respect to internet access and adequate bandwidth for streaming video.

Faculty of Education, Simon Fraser University

SFU's Faculty of Education is in the midst of setting up an Office on Indigenous Education, citing the Accord as justification for this long-needed initiative. Since the 1970s, the Faculty has offered Indigenous teacher education programs, sometimes in communities and sometimes in the Lower Mainland. As well, it has participated in Indigenous language teacher education, graduate education for Indigenous students and a variety of other
initiatives. However, a continuing commitment to "program review, and transformation to prioritize the educational purposes and values of Indigenous communities and people" (p. 4 of the Accord) requires time, attention, and resources. The Faculty has thus begun the establishment of an Office with these goals:

- provide infrastructure for Indigenous education initiatives mounted by the program areas in the Faculty;
- support Indigenous students and staff;
- aid faculty members in adapting pedagogy and curriculum that is culturally responsive;
- initiate and respond to opportunities for mounting innovative programs for Indigenous students in Education;
- become a resource for the Faculty in terms of providing expertise in working respectfully and inclusively with Indigenous peoples.

We anticipate having an advisory Committee and the Office operational in late fall of 2011.

Faculty of Education, University of BC (Vancouver)

UBC’s Faculty of Education is a leader in Aboriginal education and UBC has made Aboriginal education one of its priorities. One new initiative that will improve the readiness for all teacher education students to address and include Aboriginal culture, knowledge, histories, and language in their teaching is a required Aboriginal education course in the Faculty’s teacher education programs. In addition, learning modules about more in-depth topics on Aboriginal education will be developed and included in various teacher education courses. Ensuring that future teachers are better prepared to work with Aboriginal learners, parents, and communities and are able to teach about Aboriginal education will fulfill one of the key strategies of the June 2010 national Indigenous Education Accord signed by Faculties of Education across Canada and national Aboriginal organizations. Another key accord strategy is to increase the numbers of Aboriginal teachers and Aboriginal faculty members. The Faculty of Education offers the largest Aboriginal teacher education program in the province of British Columbia with regional and campus based field centres. It also has the most Aboriginal tenure-track/tenured faculty of any Faculty of Education in Canada. All of these strategies point to the need to have multiple approaches, with a focus on building the professional quality of educators to teach, develop effective parental and community relationships, and to make a positive impact on improving Aboriginal education at all levels.

Faculty of Education, University of Victoria

The Faculty has increased its course offerings in the area of Aboriginal education through several new initiatives at both the undergraduate and graduate levels.

In order to honour and support the language revitalization goals and work being undertaken across BC and Canada, UVIC now offers a community-based Bachelor of Education in Indigenous Language Revitalization that seeks to support communities to retain and revitalize their language, through education programming.
The Faculty of Education has also recently developed a Graduate Certificate and Master’s Degree in Indigenous Language Revitalization in conjunction with the Linguistics Department in the Faculty of Humanities. The goals of these graduate programs are to develop a generation of language experts who will have the language and academic skills to participate and lead successful language revitalization efforts in Indigenous communities, and to develop language scholars who will have the expertise to support post-secondary instruction in language revitalization.

The Faculty has also implemented a required course on Indigenous education as part of all its teacher education programs. This course, **IED 373 – EI TELNIWT and Indigenous Education** is an explanation of ways to address the learning and teaching needs of Indigenous children, youth, and adults through understanding Indigenous peoples' relationship with land, language, and community. Topics of study include: study of who Indigenous peoples are, diversity amongst Indigenous peoples, ways to indigenize the learning and educational environment, and of the systems that impact service of teachers and learners.

In addition to this mandatory course the Faculty of Education also offers an Indigenous Education Summer Institute to secondary school students who would like to learn more about Indigenous education. The Institute is offered in the form of four courses that run in an immersion format over the month of June.