



Autochtoniser la recherche pour l'avenir

RCDR 2021, 15 octobre 2021
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Librarian, SFU
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Liaison Librarian, KPU



Ordre du jour

Mise en contexte

Acquisition de connaissances
autochtones (KPU)

Indigenous Curriculum
Resource Centre (SFU)



Mise en contexte

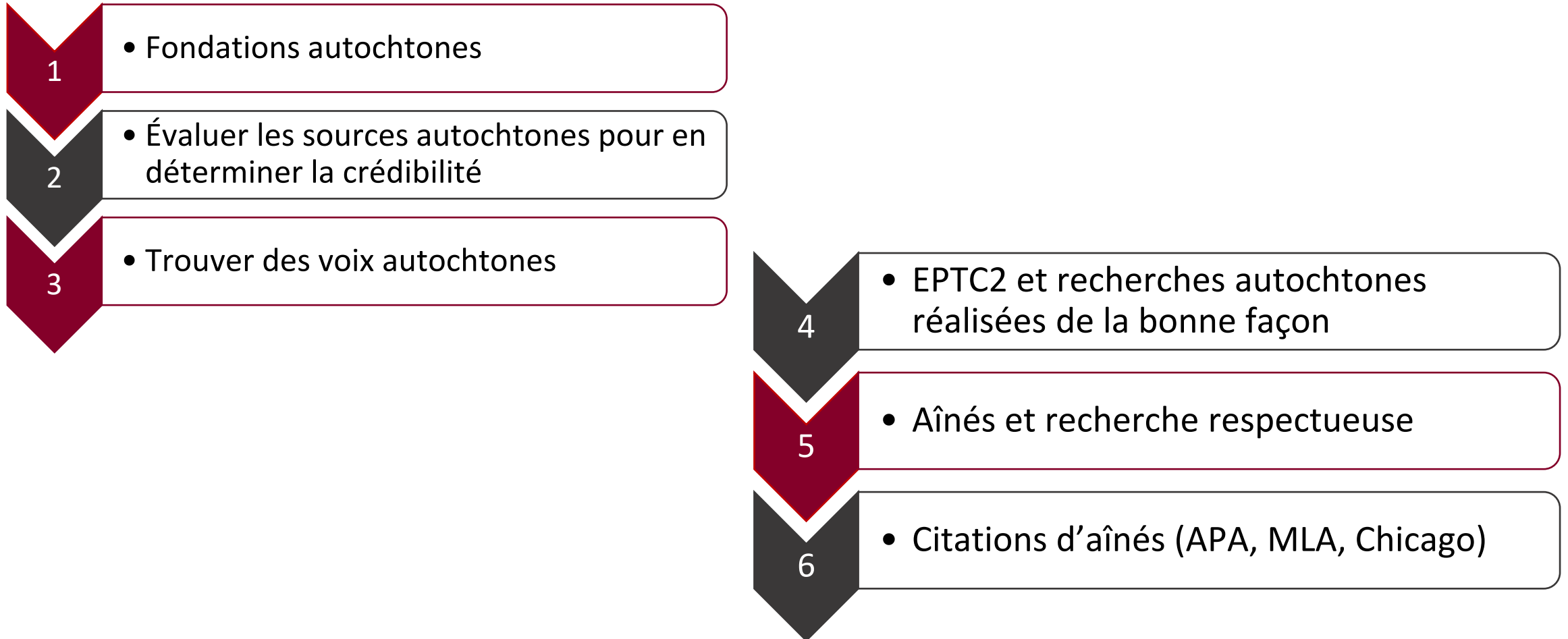
- Ashley Edwards - Indigenous Initiatives and Instruction Librarian
- Rachel Chong – Indigenous Engagement and Subject Liaison Librarian

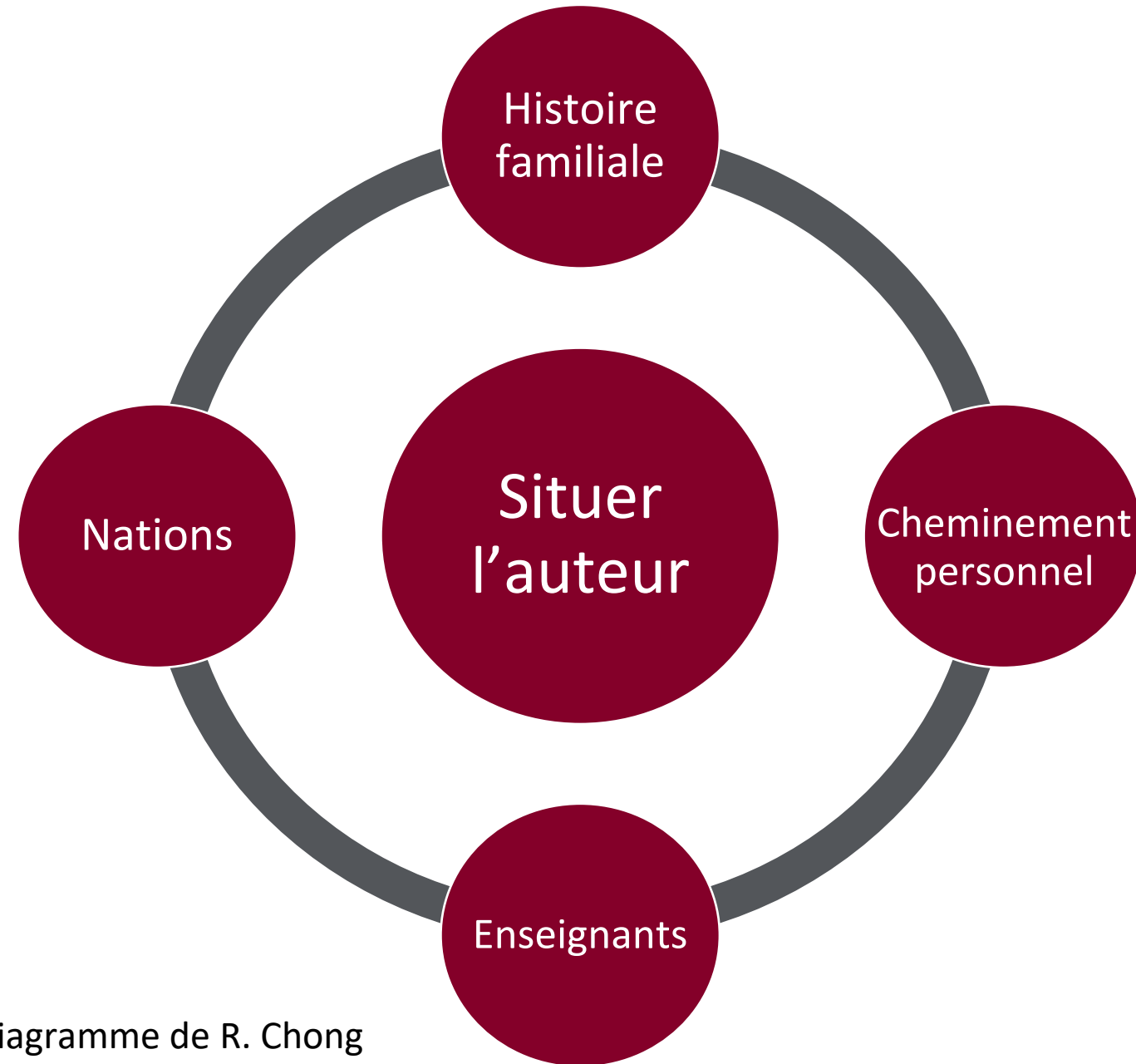


Acquisition de connaissances autochtones

Kwantlen Polytechnic University

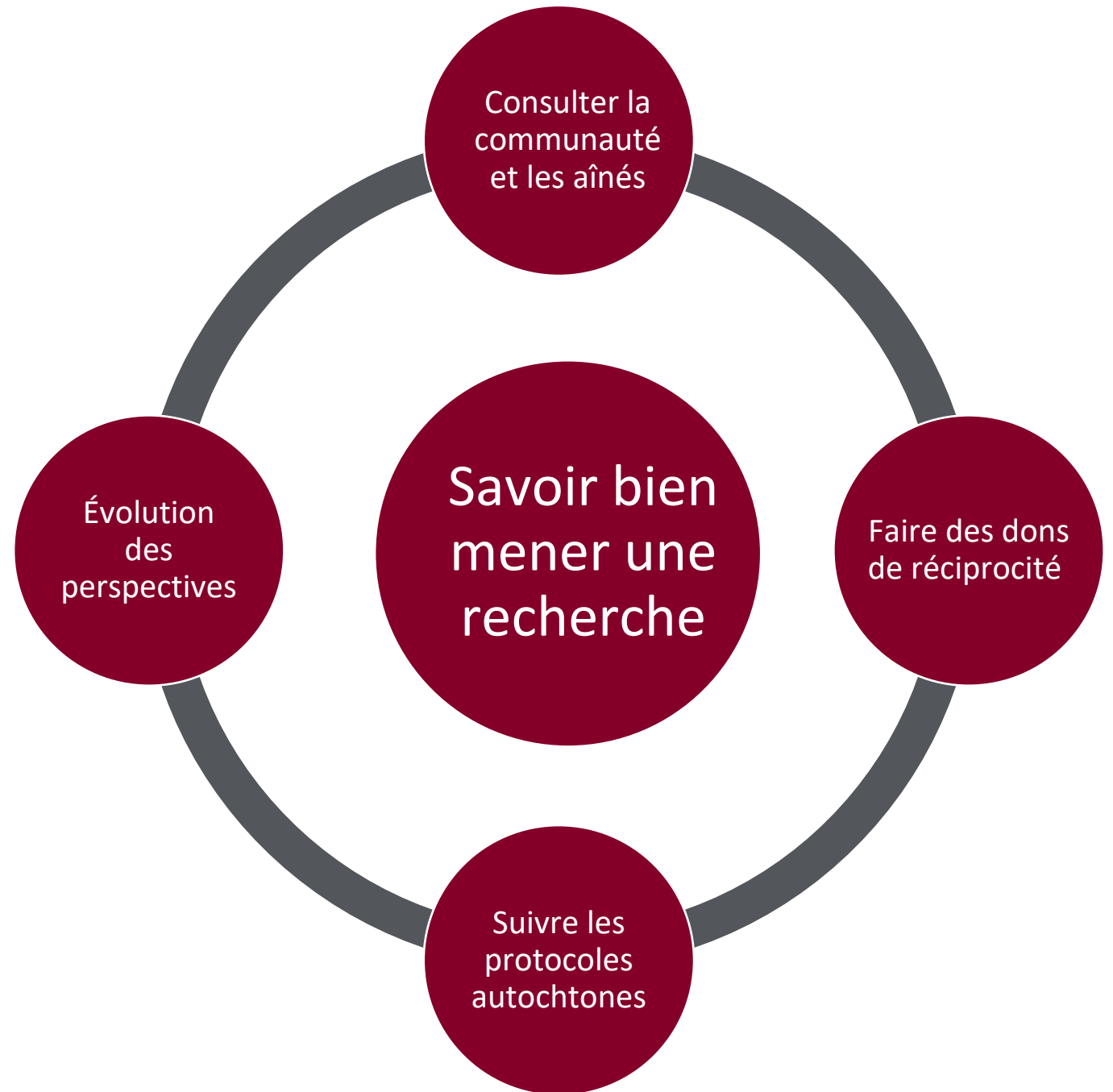
Acquisition de connaissances autochtones





Évaluer les
sources
autochtones pour
en déterminer la
crédibilité :
auteur

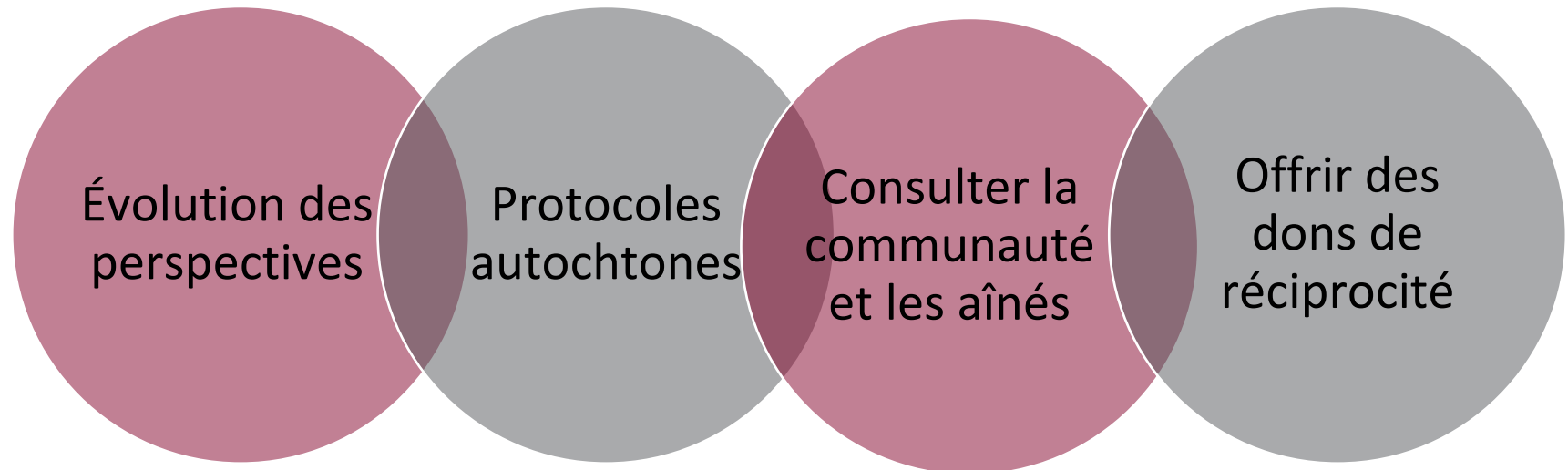
Évaluer les sources autochtones pour en déterminer la crédibilité : pratique de recherche



Exemple d'une pratique de recherche

Diagram by R. Chong

Tiré de *Tobacco Ties: The Relationship of the Sacred*, projet mené par les chercheurs Anishinaabe (Ojibwe) Debby Danard Wilson et Jean-Paul Restoule, *Journal of Native Education*



We were never able to get to these big questions; we realized we had to slow right down to the first step: respecting tobacco. We had agreed that when approaching Elders, tobacco would be offered. As we engaged in conversation, much of the Elders' teaching centred on the use of tobacco as a protocol. The present article reflects this change of focus.

It was agreed that tobacco ties would be offered to each Elder and/or Traditional person and permission would be sought to ask questions relating to research, as outlined in the Project's Ethics Protocol (2006):

EPTC2 et recherches autochtones réalisées de la bonne façon



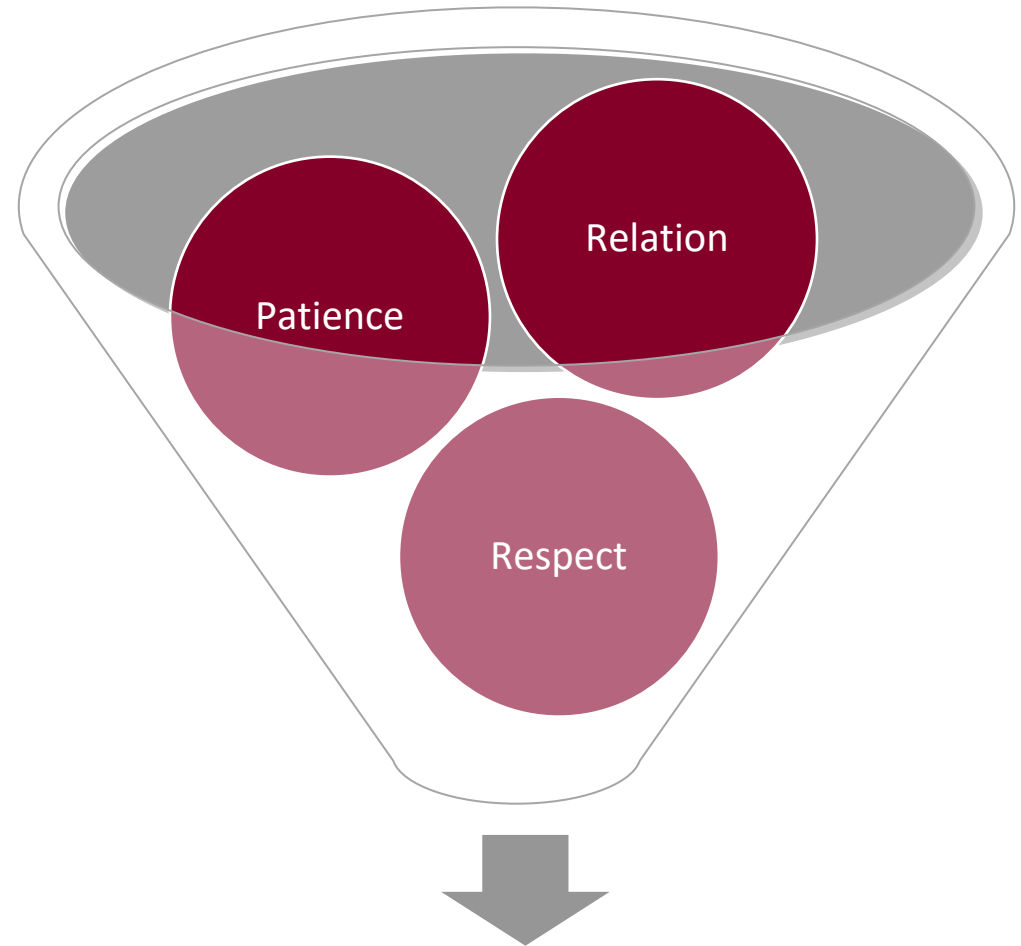
Extrait de Énoncé de politique des trois conseils :
Éthique de la recherche avec des êtres humains –
EPTC 2 (2018)

Chapitre 9: Recherche impliquant les Premières Nations, les Inuits ou les Métis du Canada

Diagramme de R. Chong

Recherche respectueuse : protocoles à suivre pour les aînés et les gardiens du savoir

(Wichitowin Conference Committee, 2017)



Recherche respectueuse

W.A.C. BENNETT LIBRARY

LIBRARY

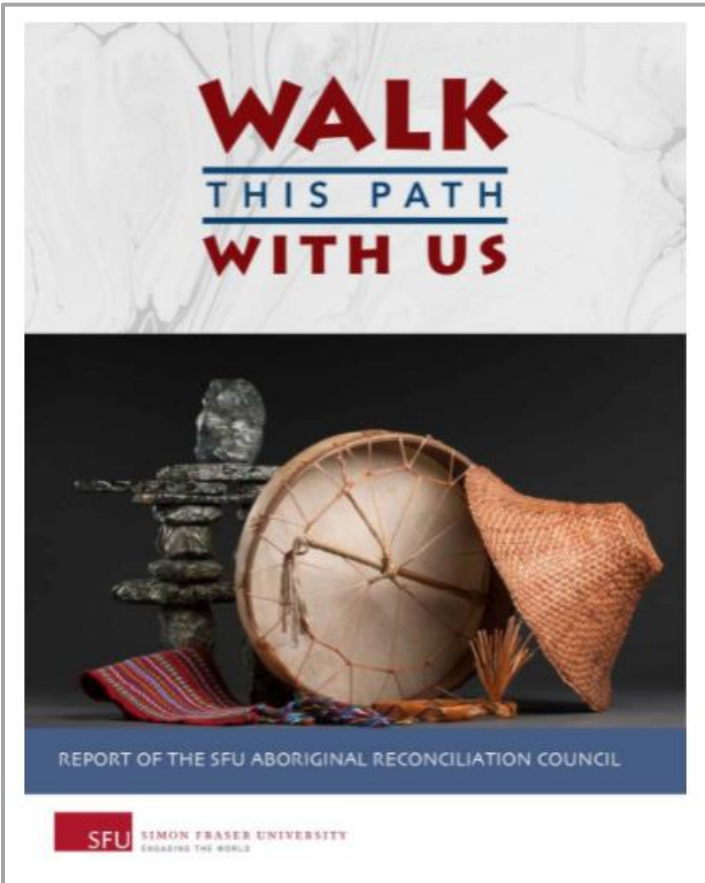
Indigenous Curriculum Research Center

Simon Fraser University

EVERY ORANGE
CHILD SHIRT
MATTERS DAY



Indigenous Curriculum Resource Centre (ICRC)



Indigenous Curriculum Resource Centre: Home



The eagle flies the highest in the sky, and in a Coast Salish story people would seek guidance from the eagle to gain knowledge of faraway places. This representational eagle wing relief was created to bring the knowledge to students as they seek guidance in their studies.

Marissa Nahanee - Maykw Cha7em
Squamish & Nisga'a Nations, Eagle Clan

Contact [Ashley Edwards](#), Indigenous Initiatives and Instruction Librarian, with any questions.

Taanishi, ey swayel, waytk, yawč, nú, hello.

Welcome to the Indigenous Curriculum Resource Centre (ICRC).

Collection de l'ICRC

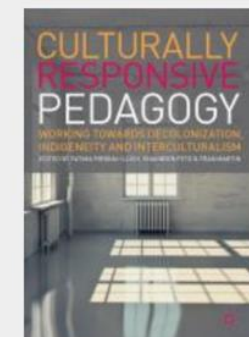
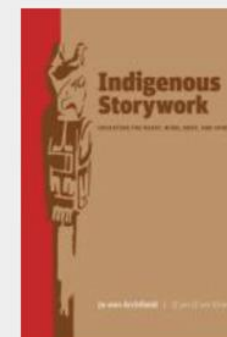
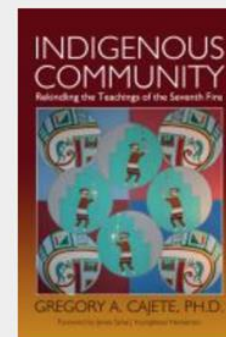
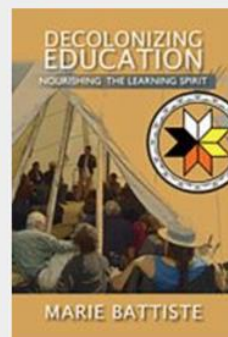
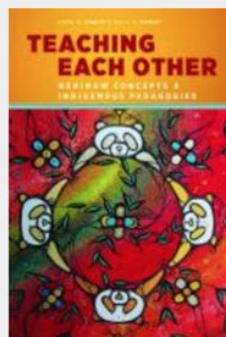
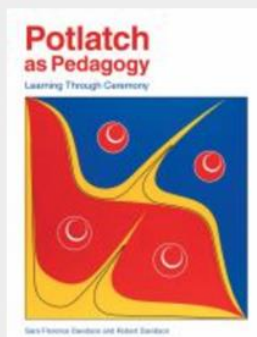
Indigenous pedagogy

Indigenous pedagogy (or the method and practice of teaching) incorporates Indigenous worldviews into engagement with information. As Wendy Burton and Gwen Point (Stó:lō) write in their work on Indigenous adult education, “the rubric of Indigenous education [is]: look, listen, and learn” (2006, p. 37). They go on to say that education was context specific, with stories and ceremony being essential pedagogical tools (Burton & Point, 2006).

The foundations of Indigenous pedagogy are respect, mutual learning between student and teacher, and positionality or recognizing that everyone has different experiences that brought them to this learning (Kamanski, 2008).

Using narrative practice, or storywork as described by Q’um Q’um Xiiem (Dr. Jo-ann Archibald, Stó:lō), Indigenous pedagogies highlight the interconnectedness of all living things. Through oral traditions, stories, and land based teaching, education using Indigenous pedagogies supports a holistic learning environment, and teaches about the relationality of people, plants, animals, and environment (Kamanski, 2008).

Books



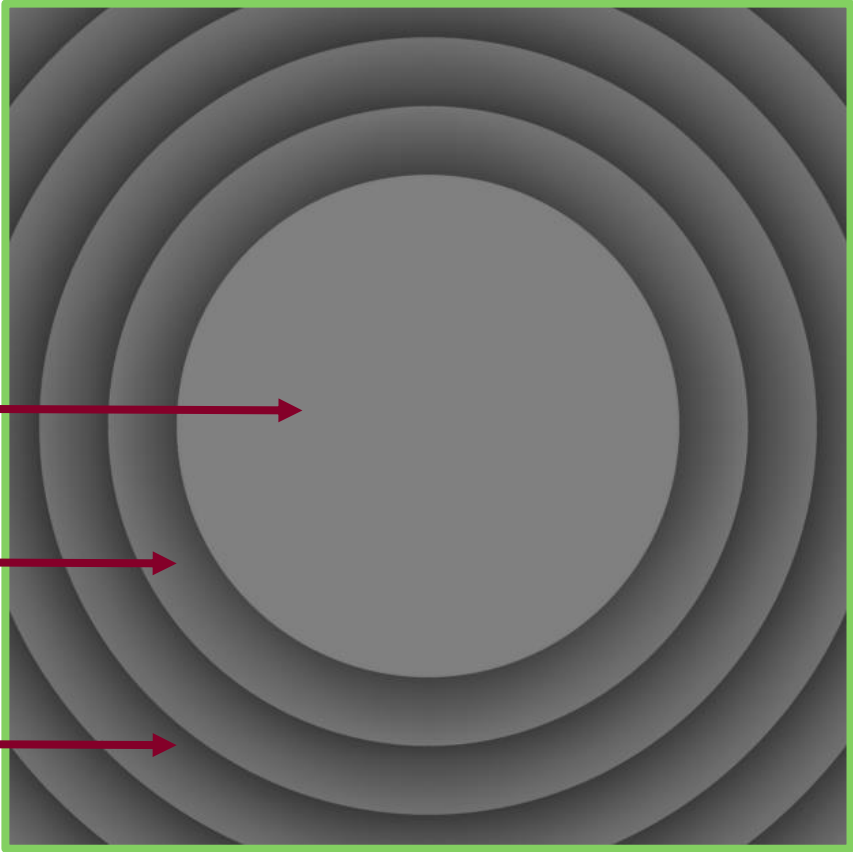
Systeme de classification de l'ICRC

ICRC Classification Main Headings		Faculty
A	Reference	
B	Indigenous Peoples: Communities & Culture: BC	History, sociology
C	Indigenous Peoples: Communities & Culture: North America	
D	Indigenous Peoples : Communities & Culture: Rest of the World	
E	Language	
F	Worldview (i.e. Spirituality and philosophy)	Philosophy, Indigenous Studies
G	Tangible & Material Culture	Contemporary Arts, SIAT
H	Intangible Culture & Literature	English Literature, Indigenous Studies, Communication, Dance, Publishing
I		
J	Education	Education
K	Sociology and Anthropology	Sociology added to reflect SFU department
L	Archaeology	Archaeology
M	Community Planning	Urban Studies, Semester in Dialogue (?), Recreation, Gerontology, Labour Studies
N	Roles & Relationships	GSWS, Indigenous Studies, Gerontology
O		
P	Health	Health Sciences, Biomedical Physiology & Kinesiology, Psychology/Mental Health
Q		
R	Nature & Ecological knowledge	REM, Environmental Sciences, School of Sustainable Energy Engineering, Faculty of Science, Biology and Molecular Biology/Biochemistry

Peuples, communautés
et cultures autochtones

Langue

Vision du monde



Prochaines étapes

Documents non textuels

- Projets vidéos
- Art



Possibilités d'apprentissage :
personnel et corps enseignant

- Collaboration avec le Centre for Educational Excellence de SFU
- Consultations auprès de la faculté

Décolonisation et
autochtonisation de
l'enseignement en bibliothèque

- Groupe de travail sur l'égalité et inclusion dans l'enseignement en bibliothèque
- Autochtonisation des ateliers



Kitchi-marsii!!



Q & R

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