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Systemic Considerations for International Collaborations Towards Reconciliation

Short description / Abstract:

The education system has been described as a complex system having many layers, components, associations, and connecting factors. In Canada for example, Indigenous student's educational experiences exist between multiple jurisdictions (federal, provincial, denominational, Indigenous/non-Indigenous), various locations (urban, rural, & isolated/fly-in), and multiple certification bodies (Ministry of Education & University) where students are impacted by various components and dynamics of the system. For Indigenous peoples affected by reconciliation practices in the field of education, understanding systems thinking becomes a critical consideration in planning change strategies. How can individuals within each layer of the local and international system contribute to reconciliation efforts between Indigenous and non-Indigenous peoples around the globe?

This presentation will be conducted in a panel format with Indigenous and non-Indigenous peoples from Canada and Norway to demonstrate the position and practice of reconciliation within teacher training programs on national and international levels. Each panelist will approach the discussion from a different layer of the education system from the perspective of their individual roles within a university setting in the province of Ontario in Canada and Norway. By sharing our experiences in developing an international collaboration, participants will be provided examples of how they may approach efforts systemically to transform the education system into a tool for reconciliation. As our relationship has grown, so has the opportunities for research, scholarship, and reconciliation between additional countries and universities. We hope that by presenting our growing collaboration, we may identify additional partners to contribute to the project.

Submitted to theme: The position and practices of reconciliation in the field of education

Dr. Paul Cormier, Associate Professor & Chair, Keewatinase – Indigenous Education, Lakehead University, Canada

Dr. Wayne Melville, Dean of Education, Lakehead University, Canada

Tyler Armstrong, PhD student, Keewatinase Teacher Education Programs Coordinator, Lakehead University, Canada

Dr. Doe O'Brien-Teengs, Post Doctoral Fellowship, Indigenous Language Immersion and Revitalization

Dr. Erik Mustad, Professor, Agder University, Norway

Panel overview

Systems thinking – What is it? How can it help inform reconciliation practices within teacher training programs? What are the levels of the education system in Canada and internationally? How might different countries learn effective reconciliation practices from one another? What is our vision for the collaboration in relation to reconciliation?

Roles within our respective universities – How are you involved in the international collaboration? How are you an ally? What did you learn by working together? What experiences can you share that can help Indigenous peoples from other countries in similar positions? What has the international relationship taught you?

Our levels in the field of education – How were we able to include / how did you inform the inclusion of local Indigenous culture and language in our approach/projects? How do you personally (within your role) contribute to reconciliation practices with Indigenous peoples in education?