Purpose: transformation of mainstream education system

Rationale:
- continuation of Eurocentric knowledge as dominant or universal (Lowman & Barker, 2015)
- need for educators to examine their bias, power, and privilege (Gay, 2018; Kirkness & Barnhardt, 1991)
- Indigenous Knowledges (IK) and cultures are often added to Eurocentric curriculum and then recolonized (Battiste, 2013; Styres, 2019)
- IK is often trivialized within the process (Cochran Smith & Lytle, 2009)
- racism continues to create inequities (McLean, 2019)

Indigenist Theoretical Framework

Methodology and Methods

Meaning Making

Understanding

privileging western ways of knowing and being
- racism
- deficit thinking
- competitive model
- fears and hesitations
understanding diverse knowledges systems
- boxed system as norm with standardized outcomes
- validating IK: within a holistic circle-relational, generational, and connected to place
- conflicting cultures: maintain distinct nature of Indigenous ways of knowing, being, and doing
- walking in two worlds
- meaningful Indigenous Voice

sustaining and revivifying pedagogy and anti-racism education
- finding students' gifts
- building relationships
- modelling, reflecting, indirect learning
- Land-based (Secwépemc'ul'ew)
- a just system where IK is validated

validating IK
- spaces for perspectives
- time
- effort
- everyone working together (a "we" thing)

STARS: moving forward
- student voice
- diverse perspectives
- sharing our stories working towards revitalization and equity

sustaining and revivifying pedagogy and anti-racism education
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- building relationships
- modelling, reflecting, indirect learning
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- a just system where IK is validated

validating IK
- spaces for perspectives
- time
- effort
- everyone working together (a "we" thing)

Storytelling: Secwépemc People see the world through shared memories and voices (Marin & Williams, 2019)

CANOES: pedagogy
- recognizing the individual learner
- relationship and belonging
- further pedagogical practices including modelling and reflecting

CLOUDS: further issues
- boxes and circles: diverse perspectives
- tears and hesitations
- lack of Indigenous Voice and empowerment
- defining and revitalizing Secwépemc Culture

TREES: Secwépemc Ways of Knowing and Being
- teaching and learning
- all the relations
- language, community, and reciprocity

Methodological Framework

Respect

Responsibility

Relevance

Reciprocity

Rationale:
- mainstream education system
- purpose: to transform education and educators: validating Indigenous knowledge in principle and practice

Bibliography
- McLean, B. (2019). The sacred gifts from the Ancestors and Creator: Tribing the Ancestors. Tribing the Ancestors, Boulton, J., & Boulton, K. (Eds.), Book: University of Alberta, Edmonton, AB, Canada