



AERC Report 2012

College of Education

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Part I: Background

The Aboriginal Education Research Centre (AERC) emerged from a vision outlined in the Integrated plan of the College of Education in the 1st Integrated plan (2003-07) and repeated in the 2nd (2008-2012) and in the draft version of the 3rd (Ongoing). Since 2004, AERC has had the support of the Academic Priorities Fund of the U of S, the College of Education, and many people at the University of Saskatchewan. AERC has also received support from the province, across Canada and beyond. This report begins with a description of AERC's evolution, activities, and accomplishments as evidenced by reports, publications, and funding sources. It then provides the prescribed elements of the Centre Review, including a detailed description of the Centre's governance; current faculty membership and organizations and partners with whom AERC is associated in its projects and partners; the current number of all students, graduate students and post-doctoral fellows associated with the Centre; a report on the Centre's activities and contributions to the university community and others, including any academic programs associated with or offered by the Centre; and finally an emergent plan for future directions and development strategies. All of these elements provide an rich indication of those synergies and opportunities afforded the Centre and the University of Saskatchewan as a distinct entity and how it might further support the province and beyond should adequate funding support be put in place.

College of Education Integrated Plans 2003-2007

In 2003, the College of Education built a five-year plan in keeping with the Framework for Planning at the University of Saskatchewan, 1998. In the College Plan, three Major Areas of Development were identified:

Priority 1 – Aboriginal Education Research Centre

Priority 2 – Teacher Education Focus on “Education and Health in Communities”

Priority 3 – International Institute on Leadership in the Professions

In that visionary document, it was stated that;

“The top priority area for the College of Education is focused on developing research of national, regional and international pre-eminence in the area of Aboriginal education...”

On June 13, 2005 a proposal was submitted by Dr. Cecilia Reynolds, Dean of Education to the Provost's Committee on Integrated Planning for an Aboriginal Education Research Centre (AERC). One-time funding of \$487,140, over three years, was granted to establish the AERC in the College of Education.

There were many laudable expectations for AERC as it was designed to:

- foster the development of large and small scale research projects funded by Tri-Council and other agencies (e.g., World Bank, CIDA, and funding agencies in countries such as Japan), especially the new Strategic Research Grants program by SSHRC on Aboriginal Issues in collaboration with colleagues across the U of S
- align research activities of individuals working at the U of S related to Aboriginal issues

- sponsor international symposia and conferences
- obtain Human Resource and Development Council (HRDC) funds to establish a training program in research skills for Aboriginal peoples.
- serve as a depository and clearing house for the growing knowledge base in education as a result of new research in this field (perhaps as a virtual hub of the new Canadian Learning Institute project of HRDC).
- be a site where reciprocal learning between cultures would take place, where Aboriginal people would develop and deliver education in Indigenous knowledge gathering/construction approaches.
- develop partnerships with groups such as the Office of the Treaty Commissioner where the learning capacity of all people is a focus
- involve faculty from each of the College of Education's four departments in the development and delivery of new graduate (M.Ed. and Ph.D.) programs
- help in the development of new technologies, a course based Master's program in anti-racism and Aboriginal education and an International Ph.D. program in Indigenous Knowledge designed to improve access to graduate study in Education by providing bridging and support programs for Aboriginal, Métis and Inuit peoples in Saskatchewan and other parts of Canada, as well as to Aboriginal peoples from other countries.
- assist the U of S to emerge as a leader in Aboriginal education

College of Education Integrated Plan 2008-2012

In 2008, the College of Education reviewed the progress to date in terms of the priority areas they wished to address within their first integrated plan. The College of Education was proud to report on the progress made on their initiative to focus on "developing research of national, regional and international pre-eminence in the area of Aboriginal education". True to the original plan, the Aboriginal Education Research Centre (AERC) was opened. AERC's many accomplishments were outlined within the reporting section of the Integrated Plan.

AERC was also identified within the strategic initiatives section of the 2008-2012 College of Education Integrated Plan. AERC is highlighted within the first initiative – Increase and Improve Aboriginal Education Initiatives in the College and at the U of S. It is the goal of the College of Education to support AERC by "accelerating research momentum (by honoring our activities in AERC, we can encourage national and international projects led by our faculty and other faculty at the U of S and involving graduate and undergraduate students, particularly those of Aboriginal heritage)" (Strategic Plan, 2007, pg. 20). Additionally, the Integrated Plan, highlighted various other ways in which it will continue to support AERC initiatives in the future including; knowledge exchange through ongoing forums, and encouraging further research on Aboriginal education, positioning AERC as a national hub on Aboriginal Learning.

College of Education Integrated Plan 2012 Draft (Basis for 2013-2017 plan)

Within the 2012 College of Education 2013-2017 Integrated Plan, AERC is highlighted as a priority within the area of Aboriginal Engagement. The College plans to continue to build on AERC's previous success by allocating a new International Indigenous Education Ph.D. program to AERC. The College also plans to leverage funding with another College to hire a Chair in Indigenous Education who will serve as the leader for the International Indigenous Education Ph.D. program and whose related research will add to and enhance research projects linked to the AERC. This new Chair will also work closely with the Academic Director in Aboriginal Education to align development work and research in AERC and SELU in order to enhance impact in local communities and school divisions across the province.

Within the Third Integrated Plan the College also envisions AERC housing new externally funded research projects that will be of direct benefit to Aboriginal students in elementary and secondary schools. AERC will also assume new activities to enhance communication links with the wider campus and with communities to ensure that new knowledge is shared and made available in appropriate ways to a variety of audiences. In the future, it is also anticipated that AERC will involve a greater number of faculty and students from across our college and across the campus in its many projects. It can serve as a resource for faculty around ethical issues and protocols they must employ when doing research with Aboriginal peoples and within communities as well as supporting administrative aspects of these funded projects.

The Integrated Plan also outlines AERC's involvement with student driven groups such as Student Teachers Against Racism Society (STARS) and plans to expand that work to include new groups that may emerge amongst graduate students and/or undergraduate students across campus related to social and ecological justice. Some of that work may involve events at locations such as the Emma Lake Kenderdine Centre, Wanuskewin, or international sites such as Hawaii, Australia or New Zealand.

AERC Personnel

From 2005 to 2012, the Academic Director has been Dr. Marie Battiste, Professor in the Educational Foundations Department, and from 2005 through 2010, the Associate Director has been Yvonne Vizina, a former Métis graduate student of Educational Foundations. From 2005-2009, Stephanie Kehrig was the secretary for AERC. From 2009 through 2011, AERC funded 46 temporary positions (36 students and 10 other), including Kelsee Pawluski who served in a parttime role managing the funds of the projects in AERC. In December 2011, Megan Steeves was hired to be a half-time AERC Financial Administrator and half-time Finance Officer for the College of Education.

AERC Student Hires

The AERC has hired many graduate and undergraduate students in the projects funded in the Centre. Since 2005, AERC has employed 27 graduate students and 9 undergraduate students. Among these 36 were Aboriginal (10 First Nations, 4 Métis), 9 were men and 27 were women.

AERC has had substantial graduate student and undergraduate student engagement in the following ways:

- supporting student organizations (Aboriginal Students Centre, Indigenous Students Association, and Student Teachers Against Racism Society (STARS)) in their speaking events, workshops, conferences, and activism.
 - Aboriginal Achievement Week
 - STARS Conference on Antiracism
 - Indigenous Students Association lunch meetings
 - Conferences such as Safe Schools, Breaking the Silence, PREVNet Conference: Promoting Relationships and Eliminating Violence
- recruiting, interviewing and hiring students on research projects
- mentoring students in Indigenous research theory and methodology, and qualitative research processes in assessments and evaluations.

AERC Goals

Description and Goals

The Aboriginal Education Research Centre (AERC) is the College of Education's response to a long-standing need in the college to create and coordinate research activity dealing with Aboriginal education. Both the Systemic Program Reviews of the graduate (2001) and undergraduate (2002) programs in the College of Education referred to this need, and it has since been established as a continuing priority in the College of Education's Integrated Plans to achieve the following goals:

- build local and Canadian capacity for valuing and learning from the knowledge and educational practices of diverse Aboriginal peoples;
- mobilize knowledge and practices among educational institutions (through dialogues, conferences, publications, and website on Aboriginal education);
- develop research as decolonizing sites within Canadian educational institutions for a subsequent, broader investigation and improvement of Indigenous education across disciplines, across Canada, and internationally;
- engage and dialogue with Aboriginal communities to develop collaborative protocols and practices for ethical research, learning, and teaching, especially where such research and learning 'involve' Aboriginal knowledge, languages, and cultures; and
- support and enrich Aboriginal and non-Aboriginal graduate students, and faculty, in their scholarly interests and subsequent research in Aboriginal education.
- support and enrich graduate students and faculty in scholarly interests and subsequent research in Aboriginal education; and

- create local, provincial, national and international partnerships with other pre-eminent universities and groups.

The Centre synergizes activity around Aboriginal/Indigenous education through engaging in, modeling and supporting faculty in their respectful research processes of engagement, partnerships, and dialogues with representatives of diverse Aboriginal organizations and communities, collaborations with interested scholars, students, Elders, and others to address transformative educational theory, policies, practices, and praxis that will improve education for and with Aboriginal peoples as well as broaden research capacity in the college. The Centre addresses social justice from a critical Aboriginal perspective, anticipating results that will taken up at all institutional levels of education to provide an improved education for students and learners. Aboriginal education is very much a continually evolving area of study and research that requires attention to the improvement of educational programming and services offered to Aboriginal students and their communities, promoting educational successes for teachers working with diverse Aboriginal populations, understanding appropriate ethics and protocols for engaging Aboriginal elders, communities and students; and collaborating with communities and their leadership to define locally enhanced curricula and create educational materials. Through AERC, the College of Education seeks to coordinate more fully its capacity in Aboriginal education and expand its role and its contribution to Aboriginal education research by engaging and combining diverse professional and community interests, expertise and existing and new resources to promote and advance research and dialogue surrounding the art of teaching and its implications for Aboriginal education. This Centre engages and combines diverse committed interests and experiences of faculty to advance research and excellence in teaching and learning in the area of Aboriginal education. Finally, it encourages and engages graduate and undergraduate students in community-based action research and advocacy, and advances excellence in teaching and learning of First Nations, Métis, and Inuit students.

Physical Location

Initially, AERC was housed in Room 2015 in the College of Education. Some renovations were undertaken to provide appropriate electrical and technological capacity in that space. However, with the success of AERC's application to have AERC as a co-lead of the national Aboriginal Learning Knowledge Centre funded by the Canadian Council on Learning, it was determined that a suite of offices on the ground floor of the College of Education would be more appropriate. Some renovations of these spaces were undertaken to accommodate this relocation.

Scholarly Work

Over the past five years, AERC has supported a number of visiting scholars and helped them to connect with scholars at this university and beyond. The AERC has also supported projects involving a number of U of S faculty, First Nations, Métis and Inuit Elders, and other Aboriginal community members and organizations. Many individuals, organizations, school divisions, universities, and government agencies have been involved in research projects that have been run through the AERC.

AERC Governance

AERC is a type A Centre that operates under the College of Education.

“Type A Centres are those that are organizationally part of one college, and report to a Dean, and do not involve substantial resources. These Centres involve activities that complement and enhance the work of primarily one college, and could involve multi-disciplinary and multi-faculty work. The activities of such Centres should be congruent with approved College Plans and would be established with the Dean’s endorsement and Council approval. Responsibility for funding of these Centres rests with the college.” (U of S Centres)

The Academic Director reports to the Dean of Education Cecilia Reynolds, prepares monthly financial reconciliations of all projects and administrative monies, and prepares yearly reports that are included in the *College of Education Annual Report*.

AERC Website

AERC has developed a website which was designed and posted by Ravedesign. The website houses information about AERC’s activities, its research documents that are in the public domain, and research news on Aboriginal education in general. As well, it provides an invitation to scholars to enter their name and information about their scholarship and research interests in Aboriginal education to be included in the database described above. The website is as follows: <http://aerc.usask.ca/>

AERC Membership Database

AERC contracted ITS to develop a database to house information on Indigenous Scholars in North America. This effort began with an on-line search by a research assistant, and resulted in a compiled bibliography in Refworks. A spreadsheet of contacts provided by Marie Battiste for the Aboriginal Learning Knowledge Centre project was constructed. The new Indigenous Scholar database accommodates some annotations on specific pieces of work. The database is available on the www.aerc.usask.ca website and is attached. For database management, one of the AERC computers must be used. New entries received by AERC are deposited into a ‘holding area’ until they are reviewed by AERC staff. If approved, the entry is forwarded for permanent entry into the database. A paper copy of the database registration form is available in AERC paper files.

AERC Membership Database

As a unit under the College of Education, all faculty in the College are supporters (working on the writing, prioritizing and voting for the College plans) of AERC. They receive regular updates in the *About the College* newsletter, as well as in Faculty Council meetings. Some faculty (6 individuals) have expressed their specific interests in the Centre activities in directing research projects, as well as in attending conferences, workshops, public lectures, book launches, lunches, and other events that AERC and its research partners have sponsored or co-sponsored.

AERC Visiting Scholars

Visiting scholars are important additions to the scholarship in Aboriginal/Indigenous education and other themes related to these. We have been largely recruited to support their work in and through Centre administration of their travel, speaking, visiting, and research. These have included over the years the following scholars:

2007

- The late Dr. Dale Auger, a Sakaw Cree from the Bigstone Cree Nation in northern Alberta, was a renowned comedian and motivational speaker throughout Canada and the United States, and an accomplished visual artist. He began his public presentation with stories about the Old Ones who guided him in his taking a teaching degree, completing both a master's degree and a doctorate degree from the University of Calgary, and to his subsequent journey and success as a visual artist, educator, and storyteller. His unique presentation style of song, story, and humor centred his own learning journey bringing together two worlds of knowledge that were sources of creativity, learning and power.
- Dr. Ocean Mercier, University of Victoria, Wellington, NZ completed her PhD in physics through the Victoria University of Wellington (VUW) New Zealand in 2002, and the first Maori woman to do so. A lecturer in Maori Studies, VUW, her research interests were in the area of interaction between indigenous/local knowledge and science. Ocean Ripeka Mercier is of the Ngati Porou iwi, who are based on the East Coast of Aotearoa New Zealand's North Island. Her presentation entitled "An Academic Opportunity: Creating Indigenous Space in the Institution" shared how Indigenous peoples sought and created Indigenous spaces in her home university. She shared her research developed by her team as a suite of educational movies that use the Maori language to explain physics concepts, a resource freely available for download at <http://www.tereophysics.school.nz> Ocean has also published in the area of Maori film, and enjoys writing scripts and directing short plays in her spare time.
- Dr. Bateer Chen, Mongolian ethnic group, and associate professor in higher education research institute in Nankai University. His academic focus is on a comparative study of higher education of Indigenous peoples and ethnic minorities. He has been productive in developing conferences and papers on his work. His presentation shared the collaborative research across China and beyond where he was investigating...(See attached paper to write a sentence from).
- Sue Wilson Cheechoo, a PhD Candidate in 2007 her final year at the University of Saskatchewan, in the Department of Community Health and Epidemiology (CH&E) is member of the Moose Cree First Nation (on Moose Factory Island), located in the Mushkegowuk traditional territory of south western James Bay, Ontario. Her time in AERC was spent working on her dissertation entitled, *The student's journey: Gathering stories for community-based environmental contaminants research, a partnership of the Moose Cree First Nation and environmental toxicologists.*

- Ningwakwe George, a national speaker for the National Indigenous Literacy Network (NILA), has worked both at the provincial and national level, fourteen years teaching in the institutional educational system, and twenty years teaching/facilitating personal/community empowerment/development at the local, regional, provincial, national and international level. She is an Anishenabe woman, a consultant and expert in Indigenous literacy, a founding member and coordinating team of the National Indigenous Literacy Association, as well as one of the researchers for Literacy Alberta' national project on the impacts of violence/trauma on learning. She coordinated the Aboriginal input for Literacy B.C.'s national project, "A Framework for Adult Literacy Research in Canada" and is an Elder/Advisor on NILA's project which did an environmental scan of workplace literacy programs in Canada, and produced recommendations; participated in the survey of 90 + Aboriginal-controlled literacy programs across Canada and co-authored *The Language of Literacy, A National Resource Directory of Aboriginal Literacy Programs* - coordinated the first ever in Canada National Aboriginal Literacy Gathering (NALG). Her talk was entitled "Nourishing the Learning Spirit: Developing Aboriginal Learning."

2008

- Brian Debus, came as a visiting principal of Menindee Central School located in the far west of New South Wales, Australia. With a fellowship by the NSW Department of Education to travel to the US and Canada, he planned a visit to Saskatoon to learn: 1) The ways in which cultural curriculum infusion has assisted and influenced learning outcomes and experiences for Indigenous students. 2) The importance of the concept of partnerships between schools and Indigenous communities in improving outcomes for Indigenous students. 3) The nature and scope of the training and development teachers have received prior to and during their teaching experience, which has resulted in effective teaching.
- Cheryl Koop, a recipient of the Churchhill Fellowship in Bourke, NSW, Australia, came to Saskatoon to do her research on literacy practices among Aboriginal populations. Cheryl led a 'hands-on' workshop with faculty and students demonstrating a scaffolding constructivist approach to engaging, affirming and improving learners in the classroom functioning at various levels of literacy. Her research estimates a three year gap between Aboriginal and non-Aboriginal high school achievement providing the context for research in literacy strategies to assist in closing this gap.
- Dr. Isobel Findlay, associate professor, Management and Marketing, Edwards School of Business; is a scholar of the Centre for the Study of Co-operatives; and academic director, CED and Social Economy, Community-University Institute for Social Research. Committed to interdisciplinary and collaborative research on Aboriginal and associative organizations, Indigenous women's CED, law and culture, cross cultural communication, and postcolonial education, CED, and justice, Isobel is a proud recipient of a University of Saskatchewan Students' Union Teaching Excellence Award, and co-winner of the Saskatchewan Book Awards Scholarly Writing Award, 2000. Her public lecture: "Rethinking Evidence-Based Learning: The Case of Aboriginal Women's Community Economic Development" draws on her research with Aboriginal women engaged in

community economic development (CED) across Canada. The presentation provided her evidence-based research and its implications for public understanding, policy decision making, and the quality of life of Aboriginal peoples. Although there is much talk about the importance of lifelong learning, she acknowledged that learning is too often constrained by outmoded (and even manifestly unjust) conceptual and measurement tools that conceal as much as they reveal about where and what learning is needed, whose learning counts, and whose capacity needs to be built. If learning has largely been the domain of the dominant, putting Aboriginal women's learning at the heart of things can enhance the capacity of all of us to participate in and benefit from a truly knowledgeable economy. Learning that leverages the formidable investments of Aboriginal women's labour and leadership can produce a Canada in which the capacities and contributions of all its citizens count.

- Dr. Nancy Maryboy, Indigenous scholar and educator of Cherokee and Navajo descent, is Visiting Professor and Adjunct Faculty for North West Indian College, in Bellingham, WA. She co-developed and taught the online course "Introduction to Indigenous Astronomy" through the Department of Physics and Astronomy at Northern Arizona University. Dr Maryboy is the co-author of Sharing the Skies: A Cross Cultural View, an educational book and co-author of the poster "Navajo Universe." She wrote and acted in "Stars Over Dine Bikeyah" a CD of traditional Navajo star stories. Her public presentation entitled "Ways of Knowing From Father Sky – Indigenous Observation-Based Astronomy and Western Space Science: Collaboration With Integrity" highlighted the richness of Indigenous knowledge in Indigenous languages, the depth of theory and methodology evident in the oral traditions, and the important and necessary translations and integrations that such transsystemic work requires.

2009

- Christine Evans [Wiradjuri], Lecturer, Faculty of Arts and Social Sciences: Education, University of Technology, Sydney, Australia gave a public lecture in the College of Education entitled, "Yarning and painting about curriculum: An Australian action research project in visual arts education". Her work seeks to enhance capacity for secondary teacher education curriculum to be informed by Aboriginal stakeholders in Australian settings and was in the early stages of being documented. This presentation recounted some experiences of an Aboriginal teacher educator as she engaged with Aboriginal stakeholders using action research to enhance the teaching and learning of future secondary, visual arts educators at the University of Technology Sydney. The presentation explored some findings as well as glimpses of the researcher's incorporation of arts-based activity as a complementary means of data generation. The cultural mentorship that infused the project was also acknowledged and discussed.
- Dr. Solveig Joks, a Sami from Norway, is a member of the Norwegian research council. Her presentation was how Sami stories are connected to the landscape. Her aim of her research was to investigate how stories told by people today can indicate the moral of how a river especially, and the landscape generally, shall be treated and managed. Her fieldwork was in an area where Sami people from two countries, Norway and Finland,

live in both sides of the river. This river has been important for people in many ways, including subsistence and a "road" that has made the possibility for Sami people living in two different countries to have contact with each other. She sought to engage more widely Aboriginal people from within the University community.

2010

- Dr. Freddy Delgado, Executive Director of AGRUCO at the Universidad Cochabamba in Bolivia, is Director of an international programme called Capacity and Theory Building for Universities and Research Centres in Endogenous Development” (CAPTURED), whose aim is to develop institutional and human capacities and theories for Endogenous Research, Education and Development in Latin America, Africa and India and beyond. Dr. Delgado is well respected for the inspiring developmental work he has nourished among Indigenous peoples in Bolivia and beyond, having been awarded by President Morales a “Heroes of distinction from the bicentenary...Martires y Heros en el bicentenario” .
- Mr. Bertus Haverkort, a Visiting Professor, working with universities sponsoring CAPTURED in Ghana and India, is a freelance artist, consultant and lecturer from the Netherlands.
- Their presentation and roundtable was provided to discuss emerging collaborations at universities in Ghana, India and Bolivia where work with academic and Indigenous scientific traditions have led to mutual learning processes through transdisciplinarity and dialogue. This work seeks to enhance the emancipation and vitalization of traditional knowledges and sciences, building on the rich diversity of scientific traditions all over the world. As well, it seeks to build greater dialogue and networks with interested faculty and graduate students in Indigenous knowledge and the sciences.

2011

- Lori New Breast, a member of the Amskapipikuni (Blackfeet) Nation (Montana). Her presentation on October 3rd, 2011 provided an overview of the colonization of tobacco, from its use as a sacred, ceremonial medicine, to its status as a market commodity with profoundly negative health and socio-economic impacts for Indigenous and non-Indigenous communities alike. Lori serves as a national and international consultant, facilitator and advocate to promote self-determined optimum cultural health with American Indian, Alaskan Native, First Nations, and other Indigenous communities in the U.S., Canada, Poland, New Zealand and Australia. Her work is dedicated to the principles of self-determination and cultural expression in the development of viable practices to support Indigenous peoples' wellbeing.

Forthcoming 2012:

- Dr. Amanda Woods-McConney, a lecturer at Murdoch University in Western Australia Lecturer, in Science Education.
- Dr. Shane Edwards, Embedded Cultural and Critical Literacy work (Dates available Friday September 14th - 27th). His project is to Explore Canadian approaches to embedding literacy with indigenous culture at the centre of educational approaches in programme

development, design and delivery. The current and recent NZ regime of functional literacy is far from recent in North America and some 10 years ago formed their “No child left behind” policy directions. Indigenous people renamed it “no child left brown” due to the monocultural, Eurocentric and assimilationist approach that was applied. Dr. Edwards has designed, developed, written and implemented the TWOA strategy, He Whakapahuhu Kahukura, is a 3-pronged approach that had a focus on functional literacy, cultural literacy and critical literacy. He writes: “The functional met the needs and desires of Government and equipped our staff and akonga with the skills to be successful, the cultural aim was to ensure we taught and embedded the work in Maori worldview to ensure that our akonga experienced success as Maori. The critical literacy function is aimed at balancing power relations that are uneven in NZ and that sees Maori statistically disadvantaged in every negative indicator that exists. TWOA has done particularly well with the functional aims and had made some good progress at sanitising the approach with a cultural literacy aim. We have more work though to do on this and the critical literacy work needs more attention. My research and enquiry has found that Canada is advanced in the area of cultural and critical literacy and the work and resources coming from Canada suggest this is so. I intend to take a colleague and combine the foci and to meet with colleagues and utilise their advanced knowing and standing to get insight into smart ways of advancing our literacy goals including better assessment that supports our work.

Part II: AERC Projects (Past & Present)

1. TD Graduate Awards (on-going)

College of Education, University of Saskatchewan

Since 2006, AERC has supported the creation of Aboriginal Graduate Student Awards to ensure the College of Education attracts Aboriginal leaders in educational research concerning First Nations, Métis and Inuit Peoples. Through generous donations from the TD Bank, Aboriginal students have been able to receive bursaries to sustain their learning journey as graduate students within the College of Education.

2. The North-West Mounted Police and Treaty-Making (2005)

Office of the Treaty Commissioner

Principal Investigator: Dr. Marie Battiste, Co-collaborators: Len Findlay, Isobel Findlay, J.Y. Henderson.

Student researcher: Becky Kuffner

This research provided a historical account of factors that led to the establishment of the NWMP / RCMP in Canada; the role of the NWMP / RCMP in Treaty making and the Treaty relationship; and a review of positive historical and contemporary relationships between the NWMP / RCMP and the First Nations Peoples of Saskatchewan.

Report:

AERC (Researchers M. Battiste, I. Findlay, L. Findlay, J. Y. Henderson, & B. Kuffner), 2005. The North-West Mounted Police and Treaty-making. Office of the Treaty Commissioner, Saskatoon, SK. 51 pp.

3. State of Aboriginal Learning (2005)

Canadian Council on Learning

Principal Investigator: Dr. Marie Battiste

This literature review was completed to assist in the development and guidance of a national Aboriginal Learning Knowledge Centre, providing background and purpose for establishing an Aboriginal Learning Knowledge Centre; grounding principles; a summary of respective learning contexts of First Nations, Inuit and Métis; and identifies potential priorities and directions for an Aboriginal Learning Knowledge Centre. This research was complimented by independent reports including State of First Nations Learning; State of Métis Nation Learning; and State of Inuit Learning in Canada.

Publication:

M. Battiste, 2005. State of First Nations Learning and Education. Canadian Council on Learning, Ottawa, ON. July 2005. 25 pp.

M. Battiste, 2005. State of Aboriginal Learning. Canadian Council on Learning, Ottawa, ON. October 2005. 75 pp.

4. Aboriginal Learning Knowledge Centre (2006 – 2009)

Canadian Council on Learning

Co-Principal Investigators: Dr. Marie Battiste (AERC) and Dr. Vivian Ayoungman (FNAHEC)

The Aboriginal Learning Knowledge Centre (AbLKC) was one of five knowledge centres established in various learning domains by the Canadian Council on Learning (CCL). The AbLKC

was led by the Aboriginal Education Research Centre (AERC), College of Education, University of Saskatchewan and the First Nations Adult and Higher Education Consortium (FNAHEC) in Calgary. The AbLKC was guided in its work by a Consortium of over 100 organizations and institutions, a Steering Committee, and six Animation Theme Bundles (Bundles) led by members of their Consortium. The Bundles and leads were: 1. Learning from Place—Narcisse Blood & Ryan Heavy Head, Red Crow Community College, Blood Reserve, Alberta; 2. Comprehending and Nourishing the Learning Spirit—Dr. Marie Battiste, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan; 3. Aboriginal Language and Learning—Dr. Leona Makokis, Blue Quills First Nations College, St. Paul, Alberta; 4. Diverse Educational Systems and Learning—Saskatchewan Ministry of Education (Ted Amendt), Regina, Saskatchewan; 5. Pedagogy of Professionals and Practitioners and Learning—Dr. James [Sákèj] Youngblood Henderson, Native Law Centre, University of Saskatchewan, Saskatoon, Saskatchewan; and 6. Technology and Learning—Genesis Group, John and Deb Simpson, Yellowknife, Northwest Territories. From a dialogue and workshops, the AbLKC in collaboration with the Canadian Council on Learning produced the First Nations Holistic Lifelong Learning Model, a Métis Holistic Lifelong Learning Model, and an Inuit Holistic Lifelong Learning Model with unique cultural perspectives as well as shared philosophical values and principles. All iterative models and reports from the Centre are published on line at www.ccl-cca.ca
Publications: see AbLKC bibliography attached

5. Comprehending and Nourishing the Learning Spirit (2006 – 2009)

Aboriginal Learning Knowledge Centre (AbLKC), Animation Theme Bundle 2

Principal Investigator: Dr. Marie Battiste

Explores the capacity and potential we have as human beings for learning and the impact of our holistic being (mental, emotional, spiritual, and physical) and how our 'location' (cultural, social, economic, political forces) in life affects the capacity to learn as individuals and groups. Little is known about the learning journey that each person travels to arrive comfortably at their own awareness of their gifts, capacities, strengths, which broadly can be seen as their learning spirit. How that learning spirit evolves in a lifetime to create a learning journey is also less well known. What is better known is how many Aboriginal people venture off conventional learning paths of high schools and universities and colleges and what effects these have on Aboriginal people in the Canadian context. . This theme explores the nature of the Learning Spirit in Aboriginal learning, the literature, issues, and promising practices, and considers how learning can be enriched lifelong to nourish the learning spirit.

Publications: see AbLKC bibliography attached

N. George, 2009. *Aboriginal Adult Literacy: Nourishing Their Learning Spirits*. A Literature Review. Aboriginal Learning Knowledge Centre and Canadian Council on Learning, February 14. (49 pp.)

M. Battiste, 2009-10. Nourishing the Learning Spirit: Living our Way to New Thinking, *Education Canada*, 50(1):14-18.

Banff Dialogue: Animating the Spirit in Aboriginal Lifelong Learning: Report of the May, 2007

Principal Investigator: Marie Battiste

A three-day dialogue on the nature of the spirit in Aboriginal lifelong learning brought together national reknown First Nations and Métis educators and leaders and Elders to identify and comprehend the learning spirit's role in Aboriginal lifelong learning. Leroy Little Bear chaired

the dialogue but tasked the participants with the responsibility for the generation of discussion topics and the communication of findings. Important to the findings is the need to define the diverse needs of Aboriginal learners as they pertained to the nature of the learning spirit in Aboriginal lifelong learning.

Report: J. Anuik and M. Battiste, December 2nd, 2008. Banff Dialogue For Animation Theme Bundle 2: Comprehending and Nourishing the Learning Spirit, Aboriginal Learning Knowledge Centre, in partnership with the Canadian Council on Learning. Aboriginal Education Research Centre. 38 pp.

Dialogue On Learning Through Spirit

Principal Investigator: M. J. Barrett

This dialogue with educators and Elders was aimed to provide the beginnings of a discussion about how educators might understand and engage with spiritual knowing in a wide variety of learning settings where students might be immersed in a range of Aboriginal, Western and occasionally, Eastern worldviews. In other words, the project provides a small sampling of what it might mean to engage spirit in learning. It is the product of two days of dialogue at Wanuskewin Heritage Park with First Nations, Métis, Elders, and non-Indigenous participants who were educators, leaders and activists in various areas of spirit based learning.

Publication

M.J. Barrett, 2008. Dialogue on Learning Through Spirit. Aboriginal Learning Knowledge Centre and Canadian Council on Learning. 35 pp.

6. Modern Knowledge, Ancient Wisdom: An Integration of Past and Present for a New Tomorrow (2007)

Aboriginal Learning Knowledge Centre (AbLKC) National Conference

The first annual conference, “Modern Knowledge, Ancient Wisdom: An Integration of Past and Present for a New Tomorrow” in 2007, highlighted the Holistic Lifelong Learning Models developed as part of a collaborative project with the Canadian Council on Learning (CCL), national Aboriginal organizations and interested Aboriginal professionals and community people. Animation Theme Bundles were introduced as a platform for further knowledge exchange and dialogue for effective individual, community and institutional change in learning to advance social, cultural, economic and political development of First Nations, Inuit and Métis peoples, recognizing Aboriginal peoples’ relationships with Canada, their relationships with place, and the importance of valuing Indigenous world views, knowledge, experiences and perspectives.

Publications: see AbLKC bibliography attached

7. Seeing Ourselves in the Mirror: Giving Life to Learning (2008)

Aboriginal Learning Knowledge Centre (AbLKC) National Conference

The second annual national conference of the Aboriginal Learning Knowledge Centre (AbLKC) was held in Vancouver, on the territory of the Coast Salish people of British Columbia, from February 28 to March 1, 2008. Since its inception in April 2006, the chief mandate of the AbLKC has been to provide a national focus (network and infrastructure) for knowledge exchange to

improve the lifelong learning of Aboriginal learners. The second annual conference's theme, "Seeing Ourselves in the Mirror: Giving Life to Learning" aligned with AbLKC's mandate and focus. It expressed hope for inclusion of First Nations, Métis and Inuit children and youth in the Canadian landscape and hope for a new vibrancy in learning that nourishes all our spirits, minds and bodies. The 2008 national conference report provides a comprehensive review of the keynotes, presentations and discussion groups that took place at the conference. It also provides an in-depth analysis of the featured speakers on Indigenous Knowledge who shared a diverse range of knowledge and perspectives—from Hawaii to Nunavut—on learning and humanity. In addition, the report features the progress of the bundles' research and mapping of promising practices.

Report:

Malreddy, P. (2007). A Report of the Aboriginal Learning Knowledge Centre's First National Conference,. "Modern Knowledge Ancient Wisdom: An Integration of Past and Present for a New Tomorrow". March 7-9, 2007.

Publications: *see AbLKC bibliography attached*

Battiste, M. & J. Youngblood Henderson (2009). Animating Indigenous Knowledge in Education, *Canadian Journal of Native Education*, 32 (1):5-18.

8. Manitoba Aboriginal Education Research Forum – Shawane Dagosiwin (2009)

May 13-15, 2009 Winnipeg, MB

The Aboriginal Learning Knowledge Centre was a co-sponsor and contributor to the Manitoba Education, Citizenship and Youth/Advanced Education and Literacy, Aboriginal Education Directorate initiative, the 5th Annual Aboriginal Education Research Forum (AERF) – Shawane Dagosiwin.

9. First Nations and Metis Education – Promising Practices Symposium

April 1-2, 2009 Saskatoon, SK

The Aboriginal Learning Knowledge Centre, in collaboration with the Ministry of Education and Canadian Council on Learning, held the First Nations and Métis Promising Practices Symposium on April 1 and 2nd, 2009. The keynote, plenary and session presenters offered a variety of topics to target four priority areas in First Nations and Métis Education. These practices and visionary initiatives sought not only to benefit First Nations and Métis youth but also all students in the province of Saskatchewan. The Aboriginal Learning Knowledge Centre was pleased to offer four presentations on promising practices arising from the collective work of the Knowledge Centre's Animation Theme Bundles which were supported with funds from the Canadian Council on Learning, the Adult Learning Knowledge Centre. The efforts of six Animation Theme Bundle Leads of the ABLKC Consortium were acknowledged as having done exceptional work identifying numerous promising practices and research gaps in Aboriginal learning.

10. Dialogue on Aboriginal English: Celebrating the Local, Negotiating the School: Language and Literacy in Aboriginal Communities

Held at the University of Saskatchewan, this symposium was intended to raise the consciousness of scholars, teachers, and academic partners to the variant Englishes Aboriginal communities and youth use and the academic challenges they encounter with them, with considerations how those languages could be better positioned in education as local variants to

be used and relegated to new positions of strength on the way toward their developing new and different variant forms of English that might serve them in new ways in their academic futures. Funds from the Nourishing the Learning Spirit bundle provided the foundation for the Dialogue, and in collaboration with organizing faculty in the College of Education, a special issue journal of the Canadian Journal of Native Education was produced from the peer-reviewed papers presented at the conference.

Publication

Battiste, M., Kovach, M., & Balzer, G. (Guest Editors.) (2010). Celebrating the local, negotiating the school: Language and literacy in Aboriginal communities. *Canadian Journal of Native Education*, 32 (Supplement), 4-12.

11. Phase 1: Virtual Aboriginal Health Training Centre of Excellence (2007)

Health Canada and Saskatchewan Health

Principal Investigator: Dr. Alexandria Wilson

Current and projected demographics within the health sector indicated an urgent need to research and implement innovative strategies to attract, engage and retain a new labour force in Saskatchewan. Saskatchewan is uniquely placed to play a leading role in this challenge with one of the highest provincial/territorial Aboriginal populations in Canada. Aboriginal Peoples within Saskatchewan also make up a significant population of health care users, creating an ideal climate for engaging Aboriginal individuals in choosing health care careers. This research project reviewed current health training (and employment) issues, provided a literature review of issues of influence, a discussion paper, and a consultation strategy using a holistic approach for the purpose of engaging stakeholders in a discussion on the creation of a Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan.

Reports:

Wilson (2007). Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Literature Review

Wilson (2007). Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Discussion Paper

Wilson (2007). Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Dialogue Paper / Executive Summary

Wilson (2007). Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Consultation Framework

12. Assessing First Nations, Métis, and Inuit Content within Teaching and Learning Resources for Historical Accuracy and Cultural Appropriateness, WNCP WG2 Phase I (2007)

Saskatchewan Ministry of Education

Principal Investigator: Dr. Janet McVittie

Historically, First Nations, Métis and Inuit experiences, knowledge, worldviews, perspectives, histories, and contributions have not been included within teaching and learning resources in meaningful ways and K – 12 curriculum and curriculum resources in Canada continue to exclude and/or distort First Nations, Métis and Inuit experiences and knowledge thus contributing to inaccurate perceptions of history, contemporary situations, and Aboriginal

identities. Within the Western and Northern Canadian Protocol (WNCP) regions of British Columbia, Alberta, Saskatchewan, Manitoba, Yukon, Northwest Territories and Nunavut, some regions have guidelines for assessing and validating First Nations, Métis and Inuit content within learning resources while others do not. The Western and Northern Canadian Protocol's Charter 2 Working Group on Cultural Appropriateness and Historical Accuracy, under the umbrella of the Aboriginal Language and Cultures initiative, required research that compiled, highlighted and analyzed techniques used to assess and validate the cultural authenticity and historical accuracy within First Nations, Métis and Inuit teaching and learning resources utilized throughout each of the WNCP Regions. The WNCP Charter 2 Working Group, representing British Columbia, Alberta, Saskatchewan, Manitoba, Yukon, Northwest Territories and Nunavut guided this work.

Report:

McVittie, J., & Flaminio, A. (2007). Protocols for Assessing Learning Resources for First Nations, Métis and Inuit Content: Historical Accuracy and Cultural Appropriateness – Towards WNCP Guidelines for Assessing First Nations, Métis and Inuit Content within Teaching and Learning Resources for Historical Accuracy and Cultural Appropriateness.

13. Assessing First Nations, Métis, and Inuit Content within Teaching and Learning Resources for Historical Accuracy and Cultural Appropriateness, WNCP WG2 Phase II (2008)

Saskatchewan Ministry of Education

Principal Investigator: Dr. Janet McVittie

This research project advanced the research initiated by the WNCP Charter 2 Working Group on Cultural Appropriateness and Historical Accuracy on the development of common guidelines and a common assessment and validation tool for the WNCP regions to ensure curriculum resources used are culturally authentic and historically accurate. Teaching and learning resources that are culturally authentic, historically accurate, and respectful of the diversity of First Nations, Métis and Inuit identities and experiences will encourage students and educators to: 1) Recognize the importance of Elders and Knowledge Keepers in preserving and sustaining languages and cultures; 2) Recognize that First Nations, Métis, and Inuit education enriches Western education systems; 3) Value and support First Nations, Métis and Inuit languages and cultures; 4) Adequately represent and reflect First Nations, Métis and Inuit languages and cultures; and 5) Affirm and support the engagement of First Nations, Métis and Inuit parents/caregivers and communities as traditional teachers in the education of children.

Reports:

McVittie, J., Flaminio, A. & Gillies, C. (2008). WNCP Guidelines for Assessing and Validating Teaching and Learning Resources for Cultural Appropriateness and Historical Accuracy of First Nations, Métis, and Inuit Content.

14. Phase 2: Virtual Aboriginal Health Training Centre of Excellence – Saskatchewan First Nations Consultations

Saskatchewan Health (2008 – 2009)

Principal Investigator: Dr. Alexandria Wilson

Continuing from work begun in 2007, phase 2 of this project focused on a series of one-day workshops held with health representatives of the Federation of Saskatchewan Indian Nations and member Nations. These workshops were held for the purpose of reviewing and discussing results of research completed by the Aboriginal Education Research Centre in March 2007 on the creation of a Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan. The consultation process was carried out with respect for First Nations community ethics principles and protocols as advised by the FSIN, and in compliance with University of Saskatchewan research ethics guidelines.

Report:

Wilson, A. (2009). Preparing a Holistic Approach for a Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Consultation Findings.

15. Nourishing the Learning Spirit: Elders' Dialogue (2008)

Aboriginal Learning Knowledge Centre, Animation Theme Bundle 2: Comprehending and Nourishing the Learning Spirit

Office of the Treaty Commissioner

Saskatchewan Ministry of Education

Saskatchewan Indian Cultural Centre

Principal Investigator: Dr. Marie Battiste

Makwa Sahgaiehcan First Nation Reserve was the host location of a Dialogue with invited First Nations who came together through a research and knowledge exchange project to identify how First Nations' understand the concept of learning and how a holistic learning path can be understood better in the lifelong learning journey, called the learning spirit. The Dialogue saw a unique merging of modern technology and ancient wisdom as it was hosted in an Elder's lodge in the northern boreal forest in the first languages of the Elders, including Cree, Nakwe and D  ne with simultaneous translation provided through wireless headsets and captured with digital recording equipment. Aboriginal and non-Aboriginal Witness Participants were invited to listen to the Elders teachings and provide journal reflections to the researchers about what they heard and what they thought the Elders' teachings meant.

Publications:

Vizina, Y. (2008). Nourishing the Learning Spirit: Elders' Dialogue

Vizina, Y. (2008). Nourishing the Learning Spirit: Elders' Dialogue Executive Summary

Aboriginal Education Research Centre, U of S and the Saskatchewan Indian Cultural Centre

(2008) Nourishing the Learning Spirit: Elders' Dialogue - video vignettes

16. An Action Research Study Examining Indigenous-Based Science Perspectives in Saskatchewan First Nations and M  tis Community Contexts (2008)

Canadian Council on Learning

Principal Investigator: Dr. Herman Michell – Head of the Department of Science, First Nations University of Canada

Co-Investigator: Yvonne Vizina, Associate Director, AERC

This applied research project arose from a Saskatoon based committee of First Nations, M  tis and provincial school leaders interested in dialoging Aboriginal knowledges. As the group met, an idea emerged that was taken to a proposal and interested members of the group served in

an advisory capacity with the Principal and Co-investigators. This community based action project was designed to address how Aboriginal perspectives of First Nations and Métis Peoples of Saskatchewan and their respective Indigenous knowledge might be translated into science curriculum for Saskatchewan. Based on evolving provincial curriculum and past research, a series of incremental steps were planned to seek the perspectives and worldview foundations of Indigenous knowledge in Saskatchewan. Specifically, this research focused on developing strategies and tools for educators to take up place-based Indigenous knowledge and apply it within established curriculum. The research Project Team evolved a relationship over a period of two years as a community-based group of interested people including individuals from First Nations communities, Métis, Saskatchewan Ministry of Education, University of Saskatchewan, Federation of Saskatchewan Indian Nations, Saskatchewan Indian Cultural Centre; and teachers, and Elders. The committee met periodically to provide advice to Saskatchewan Ministry of Education curriculum writers, to provide support to animate Indigenous Science, and to identify gaps and effective practices in support of Indigenous Science. The research questions guiding the resulting research project included:

What is a First Nations perspective for the purposes of curriculum development in Saskatchewan?

What is a Métis perspective for the purposes of curriculum development in Saskatchewan?

How can learning from place help to create a foundation for a science curriculum that is contextualized to place and to the people of the place?

How can these perspectives and learning from place inform teachers of the processes and content needed in science curriculum?

What supports or processes are needed for educators and systems to engage authentically in Indigenous science?

Publication:

Michell, H., Vizina, Y., Augustus, C. & Sawyer, J. (2008). Learning Indigenous Science from Place. (There was a link to this at CCL.)

17. Assessment Processes and Practices Relevant to First Nations and Métis Learners (2008 – 2009)

The Greater Saskatoon Catholic School Division (GSCSD)

Saskatoon Tribal Council

Central Urban Métis Federation Inc.

Principal Investigator: Dr. Tim Claypool

The Greater Saskatoon Catholic School Division (GSCSD) entered into a partnership with the Saskatoon Tribal Council and the Central Urban Métis Federation Inc. for improving First Nations and Métis student educational success within the Division. The partnership initiated development of a research project concerning assessment. It was felt that sensitivities and uncertainties around assessment processes felt by school personnel could be addressed by developing an inclusive strategy within which the administrators, educators, Elders and parents were included and have an opportunity to provide their expertise and insights in a positive and proactive manner. To this end, the research project 1) completed a literature review of assessment processes, identifying local, provincial and national assessment processes and

issues in assessment; 2) completed a series of focus groups within the Greater Saskatoon Catholic Schools Division on assessment processes and practices; 3) consulted in interviews with the partners in the research as to issues they regard important to assessment within the school system and among Aboriginal learners; and 4) completed a final report detailing research findings and recommendations.

Reports:

Claypool, T. & Johnston, A. (2008). Assessment Processes and Practices Relevant to First Nations and Métis Learners: A Literature Review

Claypool, T. (2008). Review of Assessment Practices Impacting First Nations and Métis Students in the Greater Saskatoon Catholic Schools Division: Final Report on Focus Groups Conducted at St. Michael's Community School, Saskatoon, Saskatchewan.

Claypool, T. and Johnston, A. (2010), "Incorporating a Multi-Method Assessment Model in Schools That Serve First Nations, Inuit, and Métis Learners" 19(2), p 121

18. Participation of Aboriginal Students in Post-Secondary Health Education Programs (2008-2009)

Johnson-Shoyama Graduate School of Public Policy

Principal Investigator: Dr. Alex Wilson

Over the past decade, the Government of Canada, provincial and territorial governments and others have identified the need for an increase in Aboriginal individuals choosing careers in the health sector. As part of planning for action, an environmental scan of the current state of the labour force in the health sector was seen as an important part of determining the relevance and accessibility of such things as post-secondary training programs. The Johnson-Shoyama Graduate School of Public Policy (JSGSPP) in affiliation with the University of Regina, commissioned this research project on behalf of The Northern Inter-Tribal Health Authority to generate a literature review of current quantitative and qualitative data regarding the participation of Aboriginal students in post-secondary health education programs and to collaborate with JSGSPP on an analysis and synthesis of the literature review and institutional interviews carried out by the JSGSPP. Dr. Wilson completed the review of literature for the report.

Wilson, A. & Sarson, J. (2008). Literature review on participation of Aboriginal students in postsecondary health education programs in Saskatchewan. *Journal of Aboriginal and Indigenous Community Health*, 6(3), pp. 103-127.

19. Canadian Prevention Science Cluster for Children and Youth (CPSC) Regional Hub (2008 – 2015)

Centre for Addictions and Mental Health (CAMH) at University of Toronto in association with the University of Western Ontario; Dalhousie University, University of Saskatchewan; University of British Columbia

Principal Investigator: Dr. Marie Battiste

The Canadian Prevention Science Cluster (CPSC) brings together leading researchers and practitioners from across Canada dedicated to reducing violence and abuse and promoting healthy relationships among youth. A main objective is to merge existing networks and best practices across a range of domains that intersect at the point of effective and sustainable

school- and community-based violence prevention initiatives. One of four regional hubs, the Aboriginal Education Research Centre at the University of Saskatchewan is maximizing impact of existing and emerging initiatives by integrating a range of innovative activities that include identifying indicators for effective school-based violence prevention programs, youth-led initiatives in communities that support violence prevention among youth, conferences and workshops, community consultation on the violence prevention curricula, and the training of future educators and researchers in the Fourth R.

See Mid-term Review Letter from SSHRC regarding CSPC activities from 2008-2011 in Appendix E.

Publication Adaptation: Fourth R Violence Prevention Curriculum - Aboriginal Perspectives Program - Saskatchewan Version

Presentations at Conferences

- AWASIS – presenting on Hub activities in Saskatchewan
- Rural Education Conference – Antiracism and Violence Prevention
- Canadian Safe Schools Conference
 - Comprehensive violence prevention programming in schools
 - Involving community partners in violence prevention initiatives
 - Creating safe and caring school climates
 - Engaging youth in leadership opportunities to encourage Safe & Caring Schools.
- Youth conference (co-sponsored with Ministry of Education and Canadian Safe School Network)
 - Building resiliency in our youth, cyberbullying, leadership skills, community engagement.
- Training of 73 teachers (2011) throughout Saskatchewan on the Aboriginal, core and Catholic Versions of the Fourth R Violence Prevention Program, including ITEP and SUNTEP students each year
- Presentations to School Boards
 - Saskatchewan Rural Education Conference – March 2011
 - Safe Schools Conference – February - 2011

Newsletters – A Tri-annual newsletter is written and distributed by Canadian Safe Schools Network and Saskatchewan Teachers Federation in collaboration with AERC.

20. Engaging and Empowering Aboriginal Youth Regional Symposium (2009) Saskatoon

Funded by Centre for Research & Education on Violence against Women & Children, University of Western Ontario

Academic Director: Dr. Marie Battiste; Symposium Facilitator: Dr. Suzanne Zwarych

The Aboriginal Education Research Centre, College of Education, University of Saskatchewan and the Centre for Research & Education on Violence against Women & Children hosted a one-day Engaging and Empowering Aboriginal Youth Regional Symposium October 20, 2009. The Symposium provided an opportunity for local organizations to highlight Aboriginal youth empowerment initiatives, as well as an opportunity for educators, administrators and other participants to learn how to use the Engaging and Empowering Aboriginal Youth: A Toolkit for Service Providers. In keeping with the theme of empowering youth, the Symposium featured an Aboriginal youth panel talking about their experiences with programming and in general. The Symposium was designed for educational administrators, K-12 classroom teachers, post-secondary faculty, front-line youth service providers and others working in youth initiatives.

21. The Fourth R Violence Prevention Program in Saskatchewan (2009)

Funded by the Community Initiatives Fund

Principle Investigator: Dr. Marie Battiste; Project Lead: Dr. Suzanne Zwarych, Community-Liaison Coordinator and Co-collaborator

This project is intended to promote healthy adolescent relationships and skill development for reducing risk behaviors involving substance abuse, unsafe sexual behavior and violence and bullying for students in grades 7-12 through research and knowledge mobilisation. In schools that sponsor the Fourth R, teachers are provided with a one-day training to assist them in the 21 skills-based lessons and its interactive thematic approach that meets expectations of health and physical education outcomes in schools in Saskatchewan and beyond. Project objectives include: 1) creating and piloting the Aboriginal version of the Fourth R program and the other versions in schools requesting it; 2) updating the present version of the Fourth R program to make it relevant to the Saskatchewan context; 3) providing additional professional development and training to teachers of the current version of the Fourth R program; 4) training student facilitators/peer mentors to assist with training of younger student leaders in schools; 5) bringing information about the Fourth R program to schools and communities who are currently not offering evidence-based violence prevention programs (workshops, conferences, and newsletters); and 6) monitoring and ensure fidelity in the use of the Fourth R program in schools currently using the program. The intended result is to build sustainability of the evidence-based Fourth R violence prevention program by training and supporting local people in the rationale and use of the program as well as to build skills in students for positive life-long relationships.

Marie Battiste, Carmen Gillies, Yvonne Prusak, & Alex Tapisim, 2010. Aboriginal Perspectives Featuring the 4th R for Healthy Relationships: Saskatchewan Research Report to Centre for Addictions and Mental Health (CAMH). 71 pp.

Workshops, Training, & Afterschool Programming

- CAMH provides AERC with two training sessions per year in either After School Program (ASP) or Grade 9 Fourth R Aboriginal Version and Community Initiatives Fund provides the materials so that AERC may select who receives these training sessions.
- Str8up Training in the Fourth R Afterschool Violence Prevention Program (Str8up is a program for youth who want to exit the gang life. The group meets once a week. They learn about healthy lifestyles and positively contributing to and partaking in community, they do recreational activities and have barbecues. The program also offers support in areas such as looking for housing, employment, and general community errands.)
- Grade 9 Aboriginal Version Training for Kahkewistahaw and Kawacatoose Community Schools – April 1, 2011.
- Saskatoon AERC Training – Sept 30, 2011.
- GR 9 and ASP Regina AERC Training.
- North West Nations Education Council Training: 20 teachers trained from Little Pine, Poundmaker, and Thunderchild reserves.
- Training of teachers in the Saskatoon Public and Saskatoon Catholic Schools – March 7, 2011

22. Indigenous Languages Acquisition and Retention Research Project (2009)

Saskatchewan Ministry of Education

Principal Investigator: Dr. Marie Battiste; Carmen Gillies, Researcher

The Saskatchewan Ministry of Education has been committed to development of a First Nations and Métis languages strategy serving the needs of K – 12 learners within the Province of Saskatchewan. In working to develop this strategy, Aboriginal Education Research Centre provided the Ministry with a review of relevant literature to provide best available evidence supporting the Ministry's decision-making processes in this regard. The research team completed a review of literature on the subject of Indigenous languages acquisition and retention processes, identifying provincial/territorial, national, and international processes as evidence that could support a First Nations and Métis languages strategy within the Province of Saskatchewan.

Report:

Carmen Gillies & Marie Battiste, 2009. K – 12 Indigenous Language Acquisition and Retention Programs: Literature Review, to Saskatchewan Ministry of Education First Nation, Métis, and Community Education Branch September 11, 2009. 59 pp.

23. A Multi-Systemic Approach to Promoting Youth Well-being and Reducing Violence and Victimization: Integrated Plans for Effective School and Community Interventions (2010)

Funded by Centre for Addictions and Mental Health (CAMH) in association with the University of Western Ontario

Principal Investigator: Dr. Marie Battiste, Co-applicant Dr. Suzanne Zwarych

The Centre for Addictions and Mental Health (CAMH) and Dr. David Wolfe, University of Toronto, Principal Investigator received funding from the Public Health Agency of Canada for a project titled "A Multi Systemic Approach to Promoting Youth Well-being and Reducing Violence and Victimization: Integrated Plans for Effective School and Community Interventions". The Project proposes an innovative multi-systemic intervention model that uses schools as a hub to incorporate prevention activities aimed at youth in classrooms, schools, through work with parents and families, and community partners. Under the direction and supervision of Dr. Marie Battiste, University of Saskatchewan, the Aboriginal Education Research Centre agreed to carry out a series of consultations with educators and post-secondary students regarding program adaptations to the Fourth R Aboriginal Perspectives curriculum; review an Aboriginal Adaptation protocol; describe appropriate processes for engaging Aboriginal communities on violence prevention initiatives; and review program adaptations to Fourth R After School curriculum.

Reports:

Battiste, M., Gillies, C., Prusak, Y., & Tapisim, A. (2010). *Template for Adaptation of Aboriginal Perspectives with the Fourth R Violence Prevention Program*. Toronto: Centre for Addictions and Mental Health.

Battiste, M., Gillies, C., Prusak, Y., & Tapisim, A. (2010). *Aboriginal Perspectives Featuring the 4th R for Healthy Relationships: Saskatchewan Research Report*. University of Toronto: Centre for Addictions and Mental Health.

24. Safe Schools Conferences (2009, 2010, 2011, and forthcoming 2012)

AERC was involved with and co-sponsored the following conferences held by Canadian Safe Schools Network:

- Saskatchewan's 4th Annual Safe Schools Conference – “Targeting Safety from Community to Classroom” – April 1-3, 2009
- Saskatchewan's 5th Annual Safe Schools Conference - February 24-26, 2010
- Western Canada's Safe Schools Conferences – 2011
 - 6th Annual Safe Schools Conference – “Healthy Learning Environments” - February 10-11, 2011, Saskatoon (over 200 adults & 100 students in attendance)
 - April 7-8, 2011, Calgary – “Teaming up for Empowering Youth” (over 100 adults & 40 students in attendance)
- Saskatchewan's 7th Annual Safe Schools Conference – March 21 & 22, 2012

25. Animating the Mi'kmaw Humanities in Atlantic Canada (2010 – 2013)

Funded by Social Sciences and Humanities Research Council of Canada

Principal Investigator: Dr. Marie Battiste,

Co-Collaborators: Lynne Bell, Isobel Findlay, Len Findlay, J. Y. Henderson, Albert and Murdena Marshall, Lindsay Marshall, & Patti Doyle Bedwell.

Partners: Cape Breton University, Dalhousie University, St. Thomas University, Mi'kmaw Kina'matnewey, Set Annawey, Conne River Nfld.

This project is designed to generate a pro-active model and concept of the Mi'kmaw humanities through community action-based model that aims to be a catalyst for an inclusive curriculum, applicable in secondary or postsecondary education, creating a trans-systemic connection and synthesis with the humanities of Atlantic Canada. It offers a nourishing space in communities and schools that can mobilize the Mi'kmaq humanities as a vibrant agent for a much-needed delayed educational change. The transdisciplinary team united for this research project aims to build a model of Mi'kmaw humanities in the Atlantic Canada from Mi'kmaw traditions, thought, creativity, and experience. It includes both the traditional aspects of Mi'kmaw humanity as well as innovative aspects of Mi'kmaw modernity that synthesize traditional teaching with new manifestations of contemporary life and scholarship. The three related purposes of the research are to (1) animate the intellectual, cultural, and educational capacity of the Mi'kmaw humanities for educational institutions; (2) increase respectful research leadership, partnership, and capacity in the social sciences and humanities to comprehend Indigenous knowledge and to integrate them with Eurocentric knowledges; and (3) begin to shift educational and public discourse about the Mi'kmaw humanities from deficiency to accomplishment, from misunderstanding to respect, from exasperation to pride, and from division to co-operation.

Publications:

M. Battiste, L. Bell, I. M. Findlay, L. Findlay & J. (Sa'ke'j) Henderson, 2005. Thinking Place: Animating the Indigenous Humanities in Education. *Australian Journal of Indigenous Education, Special Edition*, 34, 7-19.

S. Henderson, 2005. Insights on First Nations Humanities. *Australian Journal of Indigenous Education, Special Edition*, 34, 7-19.

L. Findlay, 2011. Soft Sovereignties and Strokes of Genius: Situating the Indigenous Humanities within Canada. *Equity Matters-FEDCAN Blog*, entered July 6, 2011.

26. The Fourth R Violence Prevention Program Evaluations

This project includes the implementation of the Fourth R, a school-based program that addresses youth dating, peer, and family violence, and risky teen behaviours (substance use, unsafe sexual behaviours). The Fourth R was initially developed for mainstream youth; however, an additional version has been written to meet the unique needs of Aboriginal youth. The original Aboriginal version was subsequently reviewed in the Saskatchewan context Aboriginal students by students in the Indian Teacher Education Program (ITEP) and in the Saskatchewan Urban Native Teacher Education Program (SUNTEP), who helped evaluate the program and make recommendations for revisions that made it applicable to the Cree and Métis in the Saskatchewan. Interested schools submitted a request for Fourth R resources and teacher training workshops and were provided materials and training of the teachers to implement the program. Workshops were established to train teachers in five schools. A total of 118 teachers from 37 schools received training and 15 schools received resources.

27. A longitudinal study on the implementation of the Fourth R: A school-based resource

Principal Investigator – Marie Battiste, Co-Researcher: Suzanne Zwarych

The purpose of this study is to track and monitor teacher candidates as they move into teaching positions (up to December 30, 2014) who are introduced to the program while in university to determine to what extent this program is used once they are in schools and its value and benefits to them and their students. Participants will be asked to provide contact information so contact can be made to determine whether or not they have found value in using the fourth R violence prevention program in schools.

28. The Fourth R: Promoting Youth Well-Being Through Healthy Relationships

Funded by the Centre for Addictions and Mental Health (CAMH)

Principal investigator: Dr. Marie Battiste

This research project titled “The Fourth R: Promoting Youth Well-Being Through Healthy Relationships” was an innovative multi-systemic intervention model that uses schools as a hub to incorporate prevention activities aimed at youth in classrooms, schools, through work with parents and families, and community partners. The Saskatchewan research team were asked to make further revisions to the Saskatchewan Aboriginal version of the Fourth R Violence Prevention Program by assisting with the evaluation of the ITEP Fourth R Program; conducting research on barriers for teachers implementing the Fourth R Aboriginal Perspectives curriculum and submit report outlining findings; developing recommendations detailing suggested resources and supports for educators implementing the Aboriginal Fourth R. The project aims to 1) Significantly increase youths’ well-being and connectedness and decrease violence measured through changes in attitude, competencies and behavior over the course of the school year through a combination of universal programming at the whole school level and targeted programming identified for youth at-risk; 2) Significantly increase the well-being and connectedness of at-risk urban, rural and northern Aboriginal youth over the course of the school year through culturally-enhanced programming to promote healthy relationships as

evidenced by changes in connectedness (to self, school and others), self-reported well-being and self-reported perpetration of violence; 3) Increase parents' awareness, self-efficacy and skills with respect to taking a more active role in countering the negative socialization of media violence issues with their children as measured by attitudes, behaviours and knowledge before the intervention, after the intervention and at 6-month follow-up; 4) Measurably increase (as evidenced by changes from pre- to post-intervention questionnaires) the competency and self-efficacy of teacher candidates who will be teaching a diverse group of normal and high-risk youth in urban, reserve and rural settings upon graduation, in promoting youth well-being through relationship skills.

Final Report due March 31, 2012.

29. An Environmental Scan of Educational Models Supporting Aboriginal Post-Secondary Education

Funded by Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations

Principal Investigator: Dr. Marie Battiste

Co-Investigator: Dr. Alex Wilson

This research project was responding to a call from the Quality Indigenous and Equity Branch Department of Education, Employment and Workplace Relations in Canberra, Australia to provide a scan of literature on promising practices in Canadian post-secondary institutions (PSE) that improve access, retention, and success for Aboriginal students. The final report presents an introduction to the Canadian context of Aboriginal education and postsecondary education outcomes achieved so far, followed by a discussion of various models for Aboriginal education adopted by PSE institutions, along with specific examples of these types of programming. The paper next provides a general discussion of promising practices adopted within these models that have been found to improve academic outcomes for Aboriginal students in Canada, and explores a resulting dilemma. The paper concludes with a review of promising practices, key themes arising in the contemporary context of Aboriginal education, new directions for the postsecondary education of Aboriginal and non-Aboriginal students, and consideration as how these might be replicable to other nations.

Final Report: Dr. Alex Wilson & Dr. Marie Battiste, *Environmental Scan of Educational Models Supporting Aboriginal Post-Secondary Education*. Prepared for the Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations. Aboriginal Education Research Centre, University of Saskatchewan, Saskatoon, SK Canada. November 30, 2011.

30. Community Initiatives Fund (2012)

Funded by Community Initiatives Fund

Principal Investigator – Marie Battiste, Researcher: Dr. Suzanne Zwarych

The Fourth R Small Group and After School Program is an intervention which strengthens relationship skills, provides youth with negotiation, delay and refusal skills and helps to build bonding to school and neighbourhoods. This project will provide youth care providers with an evidence-based intervention for children and youth and the training and support to implement the program in a variety of settings.

31. Partnership with Canadian Safe School Network – Western Division

AERC has established an ongoing partnership and office in AERC with Canadian Safe School Network Western Division. The objectives of the Canadian Safe Schools Network align with those of the AERC; promote healthy and safe schools and support evidence-based universal intensive violence prevention programs in a way that accounts for Western Canadian worldviews. The Canadian Safe Schools Network, in conjunction with AERC, sponsors Safe School Conferences, completes risk assessment training, certifies institutes, holds provincial 'think tank' sessions.

Chair in Aboriginal Education (2012)

In its commitment to excellence in Aboriginal education, outreach and research the College of Education In 2010 invited applications for a joint, tenure track appointment at the Assistant Professor level across the Departments of Educational Administration and Educational Foundations to commence July 1, 2011. A successful candidate for Chair in Aboriginal Education (subject to budgetary approval) for the first five years of the appointment (renewable) was not found and has been reposted for July 2012. The candidate will provide academic leadership in the Indian Teacher Education Program (ITEP), as well as participating fully in the graduate and undergraduate teaching, research, community outreach activities and collegial processes expected of faculty members. The strong outreach focus of the Department of Educational Administration, and the reputation of the Department of Educational Foundations in Indigenous Knowledge and in social and ecological justice, provides an ideal academic home for the successful candidate. The successful candidate would join the current team to advance the work of the AERC.

The ITEP program is well known and respected across Canada and for over thirty years has prepared outstanding Aboriginal teachers in the Province of Saskatchewan. The successful candidate will join a dynamic ITEP team working with both the on-campus and community based delivery of the growing ITEP elementary and secondary programs.

Indigenous Ph. D Program

The College of Education is uniquely positioned to take on the role of establishing an International Indigenous Ph.D. program through the faculty and departments in the College of Education and AERC. The Ph.D. program is an emerging proposal being developed in collaboration with the Aboriginal Education Research Centre in the College of Education, a centre that is a high priority for the College of Education and for the University of Saskatchewan as a whole. Recognizing the need to build a strong Aboriginal workforce for the province and beyond requires that internal changes occur that makes education more inclusive and more effective for the social and economic well being of all peoples. The aim is to create a specialization in Aboriginal research while reconciling Indigenous knowledge in the humanities and/or science area, fields that have for years been taught in schools and universities but from a Eurocentric perspective using conventional methods and approaches that have not been researched among Indigenous peoples using their own knowledge and systems. This Ph.D. will offer emerging scholars with the necessary foundation for understanding and deconstructing conventional educational theories about learners, learning in diverse languages and diverse cultural Indigenous contexts, reconciling approaches for inclusive education, as well as understanding the foundations for resistance based on ideologies involving racism and culturalism, and prejudices to Indigenous perspectives, knowledge and peoples.

Part IV: Scholarship, Speakers and Workshops

Since 2005, AERC has sponsored Aboriginal graduate student workshops and lunches, international visiting scholar programme, sponsored lectures by local and national and international speakers, dialogues with local and national Elders and community members, assisted faculty and students in writing proposals, as well as have participated in many community and First Nations events, workshops and conferences, making a larger presence of Aboriginal peoples in research and in education. AERC has also been acknowledged for sponsoring other national speakers through the various ABLKC projects, SSHRC grants, and other funding that have generated national, regional and local conferences and events. As well, our staff has been invited to present at international, national and regional events on various themes dealing with Aboriginal education, Aboriginal research processes and ethics, Indigenous knowledge, violence prevention, and nourishing the learning spirit.

Part V: Strategic Plan: Present and Future Directions and Development Strategies

AERC is a growing research Centre that seeks to explore and develop success strategies for learning and education of the largest growing population in Saskatchewan. AERC uses the following channels to send and receive information to our members/constituency/audience:

- AERC has created a [registry of indigenous education scholars](#).
- AERC's work is national in scope but is closely associated with and supports the work within the University of Saskatchewan
- AERC's organizational [web site](#) includes the content and materials from its projects
- AERC contributes to an [Indigenous Studies portal](#) maintained at the University of Saskatchewan, specifically contributing to the theme of [decolonization](#)
- AERC has a 'what's new?' page on its web site which is updated regularly.
- AERC sponsors, organizes and participates in a wide variety of regional, national and international [conferences](#).
- AERC contributes to knowledge mobilization and knowledge transfer related to violence prevention programming and curriculum development for middle and high schools, training of teachers in core, Catholic and Aboriginal version of the Fourth R Violence Prevention Program, curriculum adaptations and after school programming to support youth in deferring, negotiating or refusing high risk behaviors.
- AERC and the Canadian Science Prevention Cluster disseminate [newsletters](#) to teachers, parents, and schools four times a year.
- AERC hosts visiting scholars from around the world interested in research and scholarship related to Indigenous education, critical cultural studies, antiracist and anti-oppressive education.
- AERC advises on national research and standing committees in Aboriginal education.
- AERC provides recommendations of national and international speakers in diverse areas related to Indigenous education, critical cultural studies, Indigenous knowledge and science, antiracist, anti-homophobic and anti-oppressive education.

- AERC supports training and mentoring of graduate students with research theory, methods, ethics proposal writing, workshop organizing and presenting, publications, and community activism.
- AERC advises on many areas related to Aboriginal ethics, Indigenous knowledge, methods, and community specific issues. It has offered training, workshops, speaking at conferences, and support to the Office of the Treaty Commission, Saskatchewan Tribal Council, Assembly of First Nations, Senate Subcommittee on Aboriginal Education, Saskatchewan, Saskatchewan Indian Cultural Centre, Federation of Saskatchewan Indians, as well as helped to create and fund the first meeting of the Canadian Association of Study of Indigenous Education.

Sustainability Options for AERC

From a self-sustaining financial perspective, AERC has limited options to generate sufficient revenue to remain active. These might include:

- 1) Multi-million dollar research projects which allow overhead as part of the budget and accept what the University of Saskatchewan views to constitute overhead costs.
 - a. These were detailed on the original AbLKC budget in notes (legal services, library, financial services division costs, ethics services, rent and utilities, etc.). For example, a \$900,000 project grant would include approximately \$90,000 in overhead nearing a total of \$1,000,000. It should be noted that some large granting programs require that administrative project personnel be paid from overhead and this is a caution area.*
- 2) Hosting a large annual education conference that would generate revenue from conference registration fees.
 - a. This has been a difficult area to organize to date. AERC has been unsuccessful at navigating the requirements to establish a payment collection process through the University of Saskatchewan. In order to overcome the numerous restrictions that collapse a process, it may be necessary to outsource such conference planning. This too, will have legal implications and should be investigated thoroughly to ensure compliance with U of S requirements.*
 - b. An example of conference revenue generation might include 500 conference registrants at \$500 each which would generate \$250,000 in total. Of that, all expenses would have to be paid including conference rooms, food, conference kits, speaker honouraria, media and technical expenses, and likely, a conference coordinator contract. Additionally, the inclusion of Elders usually requires financial support for honouraria, travel and a helper if required.*
 - c. There are several education conferences already hosted annually across Canada and consideration needs to be given to avoid duplication or concurrent conference dates.*

- 3) Re-application to PCIP for reclassification to a Type B Centre, funded by the University of Saskatchewan and serving the broader campus community external to the College of Education. This would require new strategic planning and involvement of U of S stakeholders from a variety of Colleges as a governing council of AERC.
 - a. *Various Colleges have various expertise that could be shared and contribute financial and/or human resources to AERC as a Type B Centre. For example, Information Technology might be approached to establish and maintain a better website. This would provide a means for ITS to get directly involved in Aboriginal education and alleviate technical personnel short-comings at AERC. College of Engineering has an Aboriginal outreach program which might be a model that other Colleges could adapt. Other areas at U of S might be willing to share their unique expertise.*
- 4) Continue to generate small-scale projects to support minimal infrastructure at AERC such as part time clerical assistance.

U of S Centres

It should be said that other small Research Centres face similar challenges and, like AERC, still manage to achieve significant results. Experience brings new insight and ability to generate not only the vision, but also the ability to actualize the vision. The U of S began a process of inventorying existing Research Centres on campus, of which there was believed to be approximately 75 according to Research Services. At an inaugural meeting hosted May 16, 2006 by Dr. Steven Franklin, former Vice-President Research, they commented that there was no clear definition of 'Centre' so this was presenting a challenge to the university. Existing Centres varied from large (like VIDO, and the Canadian Light Source) to smaller Centres operating without any funding. It was determined that the U of S Policy on Centres (Policy 8.23) was useful, but practical guidelines were needed. A Centres Task Force was established by the Office of the Vice-President Research, 2006. The Task Force was intended to give Centres a 'voice' which was missed in the first U of S Integrated Plan. Then, pending systematic review of 'units' (not 'programs') was to include an evaluation process for Centres. At that time, volunteers were solicited to serve on the Task Force. Subsequently, in September 2006, a Centres Survey hosted by Tom Wishard, Associate Vice-President Research and Dean, College of Graduate Studies and Research, was distributed across campus by Trent Evanisky, Research Officer for the Task Force on the Management of Centres. The 22 question qualitative survey was completed by Marie Battiste and Yvonne Vizina. This survey is still available at <https://survey.usask.ca/survey.php?sid=1604> for viewing. A draft copy is retained in AERC. See Centres Forum, U of S in Associate Director file cabinet.

A Summary of Recommendations of the Task Force on the Management of Centres, from the April 2007 Task Force Report, was circulated to Centres Directors on November 16, 2009. A memo from Jim Basinger, Acting Associate Vice-President Research and Chair, Implementation Team on the Management of Centres provided an overview of the consultation regarding proposed Centres reporting and review process. At intervals of a minimum of five and a

maximum of ten years, Centres must establish a reporting cycle. A standardized template for an annual report was designed.

AERC Director

The aforementioned research, work, and publications should be viewed as a Phase I of AERC. In the future, the new incoming director will no doubt take AERC in new directions that emerge both from the research interests of the incoming director and from the priorities of the College of Education. At present, the faculty of the College of Education are immersed in a continuing professional development project, inspired by a team of College faculty and staff interested in pursuing understanding of First Nations, Métis and Inuit perspectives, cultural knowledges, protocols, and student learning needs. This is drawn both from a need to decolonize education in general and to raise teacher candidates' awareness of their own perspectives, locations, and role in advancing multiple perspectives among their own students. The Gwenna Moss Learning Centre is a natural ally and partner to help this project to animate its goals to its full potential. The Priorities Committee on Integrated Planning has funded this initiative and AERC has a definite role in supporting, co-sponsoring, and advancing education and professional development in Aboriginal learning, knowing, and education.

In considering the future, a director for AERC will need to have a strong research record, excellent written and communication skills for pursuing partnerships, funding, knowledge of and experience with First Nations, Métis and/or Inuit communities, knowledge of diverse protocols and processes involving administration and managing programs, the ability to write proposals and manage multiple projects, and a positive outlook and commitment to meeting the priorities of the College of Education.

Timed release from teaching makes this position possible to achieve its goals and deliver significant outcomes. How much time required for timed release will depend on the projects being managed as well as their size, and the current resources in AERC. When the Aboriginal Learning Knowledge Centre was operating in its full dimensions for the five years, timed release to manage the administrative and national aspects of the project was required and subsequently a larger commitment of time from the Director.

Furthermore, it should be expected that any projects requiring time, should also allow for the director to be paid accordingly from the project funds when the director is the principal investigator or co-researcher on a project. Contracts with funding agencies will vary as to what is allowable in this regard, additionally AERC must be considered in terms of overhead for all projects being managed in AERC. At present, the expectation is 15% although other amounts have been considered, based on what is allowable and the size of the project.

Conclusions

The process of establishing AERC has been a complex journey intended to create a Centre that would help ensure that educational themes and topics for research identified by Aboriginal communities were taken up. Over the past five years, each research project administered through AERC brought with it new experiences in proposal development, financial management, and compliance with funders. It was AERC's responsibility to ensure research projects were achievable and ethical and that all legal processes were respected within partnerships. We also worked to achieve all deliverables as planned.

It can be readily observed that AERC has had many successes. Research results have made their way into provincial and territorial policy development, Aboriginal schools and communities, and scholarly publications. New Knowledge has helped to shape thinking and actions in education communities. AERC has worked to ensure that research projects associated with it have been grounded in traditional Indigenous knowledges while giving rise to insights needed to create successful Aboriginal education systems for the future.

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Wilson (2007). *Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Discussion Paper*

Wilson (2007). *Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Dialogue Paper / Executive Summary*

Wilson (2007). *Preparing a Holistic Approach for A Virtual Aboriginal Health Training Centre of Excellence within Saskatchewan: Consultation Framework*

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2. ----. Learning spirit websites.
3. Sterzuk, A. (2006). Theories of learning. Unpub. paper for the Aboriginal Learning Knowledge Centre.
4. Zacharias, M.E. (2007). Aboriginal education and the learning spirit: Part 1. Unpub. paper for the Aboriginal Learning Knowledge Centre.
5. Battiste, M. Literature review synopsis of programs and practices that nourish the learning spirit. January 25th, 2007.
6. Anuik, J. (2007). Comprehending the learning spirit and identity: Toward lifelong learning and enrichment.
7. Sankhulani, L. (2007). Issues in Aboriginal gendered learning. Unpub. paper for the Aboriginal Learning Knowledge Centre.
8. Anuik, J. (2008). The life-giving forces in Aboriginal lifelong learning. Unpub. paper for the Aboriginal Learning Knowledge Centre.
9. George, N. (2008). Aboriginal adult literacy: Nourishing their learning spirits. Unpub. paper for the Aboriginal Learning Knowledge Centre.
10. ---- (n.d.). Annotations of the spiritual dimensions of adult learning. Unpub. annotated bibliography for the Aboriginal Learning Knowledge Centre.
11. Vizina, Y. (2008). Nourishing the Learning Spirit: An Elder's Dialogue. Unpub. Paper for Animation Theme Bundle: Nourishing the Learning Spirit.

Notes and presentations:

12. Anuik, J. PowerPoint slides on literature about the learning spirit prepared from 2007-2008 (three documents).
13. ----. Proposed presentation on the learning spirit (March, 2007).
14. Battiste, M. (2008). Comprehending and nourishing the learning spirit. (power point presentation on January 18th, 2008).
15. Northern Teachers Alliance workshop (February 5th, 2008):
 - a. Anuik, J. (2008). Lessons learned from practices that help learners to comprehend and nourish their learning spirits (power point presentation).
 - b. ----. Literature review synopsis of principles: Nourish the learning spirit.
 - c. M. Battiste Keynote, "Invigorating the Learning Spirit in Holistic Learning" Northern School Resource Alliance, Perfecting Practice: Into the Classroom, Thunder Bay, ON, Feb 6, 2008. 1.5 hour.
 - d. M. Battiste Workshop, "Invigorating the Learning Spirit in Holistic Learning," Northern School Resource Alliance, Thunder Bay, ON, Feb 6, 2008. 4.5 hours.
16. M. Battiste Workshop Presentation, "Comprehending and Nourishing the Learning Spirit: Connecting Indigenous Teachings to Program Practice," Aboriginal Learning Knowledge Centre National Conference, Vancouver, BC. Feb. 29, 2008. 1 hour
17. Battiste, M. & Bouvier, R. (2007). Exploring Aboriginal learning: A national project of the Canadian Council on Learning. Awasis Conference, 25-27 April 2007, Saskatoon, SK.
18. Marie Battiste, 2010. Nourishing the Learning Spirit: Violence Prevention from the Source, Safe Schools Conference, Saskatoon, Feb. 25. 1 hr.

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19. Anuik, J. Toward a Consensus on Learning, Practice, and Programming: A Synthesis of Seven Reports (March, 2007).
20. ----. Synthesis of responses from the literature to the question: "How do the stakeholders in education define, identify, and promote success in learning?"
21. ----. Synthesis of the main points from Ningwakwe, 2007.
22. Tunison, S. (2007). Animation Theme Bundle 2: Comprehending the Learning Spirit/Identity in and through Learning Units (family, community, peers, etc.).
23. ---- (n.d.). Redefining success in Aboriginal learning: A review of current metrics of Aboriginal learning success: A report prepared for the Aboriginal Learning Knowledge Centre in partnership with the Canadian Council on Learning. Unpub. paper.
24. Battiste, M. & Anuik, J. (2007). Synthesis of promising practices for Sharing our Success conference.
 - a. ----. Literature review synopsis of principles: Nourish the learning spirit.
 - b. Battiste, M. Keynote paper.
 - c. ----. Workshop documents (i.e. power point slides, etc.).
25. Ogunsua, R. (2008). Synthesis of programs that nourish the learning spirit (data capture).

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26. OAnuik, J. & Battiste, M. (2008). Gaps and policy recommendations paper (living).

Publications and publication drafts:

27. Anuik, J., Battiste, M. & George, N. (2008). Comprehending and Nourishing the Learning Spirit: A final summary report on the literature reviews conducted by Animation Theme Bundle 2.
 - a. Anuik, J. & Battiste, M. Promising practice booklet for bundle leads meeting (April, 2008).
28. Anuik, J. (2008). Comprehending and nourishing the learning spirit. *Native Journal* (April, 2008) editorial submission.
29. Anuik, J. (2008). The pedagogy of the professionals and practitioners in the natural applied sciences: The case of the Aboriginal professional class. *First Nations Perspectives: The Journal of the Manitoba First Nations Education Resource Centre 1*: 121-138.
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31. Anuik, J. (2008). Language, place, and kinship ties: Past and present necessities for Metis Education. For Writing New Histories of Indigeneity workshop, May 21-23rd, 2008, Winnipeg, Manitoba.
32. Malreddy, P.K. (2008). Modern knowledge, ancient wisdom: An integration of the past, present, and future. Ottawa: Canadian Council on Learning.
 - a. Anuik, J. (2008). The pedagogy of the professionals and practitioners in the natural and applied sciences: The case of the Aboriginal professional class. *First Nations Perspectives 1*(1): 121-138.
33. (2008). *Saskatchewan Aboriginal Literacy Gathering 2008: Final report*. June, 2008.
34. M. Battiste, 2009-10. Nourishing the Learning Spirit: Living our Way to New Thinking, Education Canada, 50(1): 14-18
35. J. Anuik, M. Battiste, & N. George (2010). Learning from promising programs and applications in nourishing the learning spirit. *Canadian Journal of Education*, 33 (1), 63-82.
36. M. Battiste, Kovach, M., & Balzer, G. (2010). Celebrating the local, negotiating the school: Language and literacy in Aboriginal communities. *Canadian Journal of Native Education*, 32 (Supplement), 4-12.

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Miscellaneous:

2. Dr. Susan Gingell to Dr. Marie Battiste, Re: The Oral, The Written and Other Verbal Media Conference and Evocative Festival.

Appendix A: Database of students, faculty, partners

| AERC Database of Students | | | | | |
|---------------------------|------------|--------------|--------------------------|--------|----------------------------|
| Contact ID | Surname | First Name | Middle Name | Gender | Self Identification |
| 457 | Hardman | Shirley Anne | Swelchalot Shxwha:yathel | F | First Nations |
| 470 | Fontaine | Leah | Marisa | F | First Nations |
| 489 | McNab | Miriam | Arlen | F | First Nations |
| 514 | Lezard | Percy | L | F | First Nations |
| 5 | Preston | Jane | P. | F | Non-Aboriginal |
| 323 | Hodson | John | Henry | M | First Nations |
| 447 | Webster | Tammy | | F | First Nations |
| 448 | Julian | Beverly | | F | First Nations |
| 488 | LaRiviere | Chantel | | F | First Nations |
| 490 | Mushquash | Christopher | | M | First Nations |
| 493 | Debassige | Brent | | M | First Nations |
| 500 | D'Arcy | Vermette | | M | Métis |
| 506 | Legare | Louise | Marie | F | Métis |
| 510 | McDougall | Tanya | Dawn | F | First Nations |
| 513 | Lessard | Sean | | M | First Nations |
| 523 | Skye | Jairus | Stanley | M | First Nations |
| 526 | Friedel | Tracy | Lynn | F | Métis |
| 775 | Bull | Julie | R | F | Métis |
| 779 | Bentham | Craig | T | M | Non-Aboriginal |
| 791 | McDonald | Cynthia | Marie | F | Non-Aboriginal |
| 797 | Frazer | Barb | | M | First Nations |
| 799 | Saby | Emmanuelle | | F | Non-Aboriginal |
| 801 | Clarke | Clarence | Phillip | M | First Nations |
| 819 | Pearce | Frank | Leonard | M | Other |
| 820 | Pearce | Frank | Leonard | M | Other |
| 446 | Kaminski | June | Louise | F | Métis |
| 482 | Janmohamed | Zeenat | | F | Non-Aboriginal |
| 512 | Reid | Carrie | Joan | F | First Nations |
| 519 | Thomas | Gloria | Jean | F | First Nations |
| 534 | Walker | Polly | Ollene | F | Indigenous (International) |
| 535 | Donald | Dwayne | Trevor | M | Other |
| 772 | McIvor | Onowa | | F | First Nations |
| 782 | Baikie | Gail | | F | Inuit |

| | | | | | |
|-----|-------------------|-----------|-----------------------|---|----------------------------|
| 790 | Martin | Georgina | R | F | Indigenous (International) |
| 817 | Senk | Tanya | | F | Métis |
| 445 | Fox | Genevieve | Anne Staahtsistayaiki | F | First Nations |
| 451 | Boyer | Yvonne | | F | Métis |
| 454 | Metallic | Janine | Elizabeth | F | First Nations |
| 469 | Reed | Tessa | Marie | F | Indigenous (International) |
| 476 | Edge | Lois | Elizabeth | F | Skip this field |
| 483 | moeller | helle | | F | Non-Aboriginal |
| 487 | Gruner | Sheila | | F | Non-Aboriginal |
| 502 | Mashford-Pringle | Angela | | F | First Nations |
| 507 | Jeansonne | Bonnie | | F | Inuit |
| 517 | Guiboche | Gina | G | F | First Nations |
| 529 | Martin | Debbie | Holly | F | Métis |
| 540 | Deer | Frank | | M | First Nations |
| 542 | Gauthier-Frohlick | Denise | Marie Nicole | F | Métis |
| 549 | Gold | Steven | A. | M | First Nations |
| 774 | LeBlanc | Denis | | M | Non-Aboriginal |
| 780 | Constant | Andrea | G | F | First Nations |
| 795 | Simms | Debra | L | F | Non-Aboriginal |
| 800 | Baker | Jeff | Jordan | M | Métis |
| 802 | Campbell | Lori | | F | Métis |
| 813 | Guiboche | Gina | G | F | First Nations |

| AERC Database of Faculty | | | | | |
|--------------------------|------------|--------------|--------------------------|--------|---------------------|
| Contact ID | Surname | First Name | Middle Name | Gender | Self Identification |
| 457 | Hardman | Shirley Anne | Swelchalot Shxwha:yathel | F | First Nations |
| 470 | Fontaine | Leah | Marisa | F | First Nations |
| 489 | McNab | Miriam | Arlen | F | First Nations |
| 514 | Lezard | Percy | L | F | First Nations |
| 446 | Kaminski | June | Louise | F | Métis |
| 482 | Janmohamed | Zeenat | | F | Non-Aboriginal |
| 512 | Reid | Carrie | Joan | F | First Nations |
| 519 | Thomas | Gloria | Jean | F | First Nations |

| | | | | | |
|-----|------------------|-----------|------------|---|----------------------------|
| 534 | Walker | Polly | Ollene | F | Indigenous (International) |
| 535 | Donald | Dwayne | Trevor | M | Other |
| 772 | Mclvor | Onowa | | F | First Nations |
| 782 | Baikie | Gail | | F | Inuit |
| 790 | Martin | Georgina | R | F | Indigenous (International) |
| 817 | Senk | Tanya | | F | Métis |
| 1 | Burton | Pamela | Kathleen | F | First Nations |
| 449 | O'Riley | Pat | | F | Other |
| 455 | Newhouse | David | Roy | M | First Nations |
| 456 | Johnson | Carl | G. | M | First Nations |
| 460 | Hele | Karl | Scott | M | First Nations |
| 464 | Bourassa | Carrie | Ann | F | Métis |
| 467 | Iseke-Barnes | Judy | | F | Métis |
| 471 | Mainville | Sara | Jane | F | First Nations |
| 475 | Lavallee | Lynn | Frances | F | Métis |
| 477 | Loucks | Bryan | | M | First Nations |
| 481 | Shore | Fred | J. | M | Métis |
| 486 | Urion | Carl | A | M | Métis |
| 491 | Marsden | Dawn | | F | First Nations |
| 495 | mayer | lorraine | florence | F | Métis |
| 497 | Henning | Denise | Kiona | F | First Nations |
| 498 | Fitznor | Laara | | F | First Nations |
| 501 | Richmond | Chantelle | Anne Marie | F | First Nations |
| 516 | Mehl-Madrona | Lewis | | M | First Nations |
| 524 | Mellow | Dean | | M | Non-Aboriginal |
| 527 | Sheehan | Norman | | M | Indigenous (International) |
| 528 | Alfred | Gerald | Taiaiake | M | First Nations |
| 530 | Antone | Eileen | | F | First Nations |
| 531 | Stewart-Harawira | Makere | | F | |
| 532 | Baskin | Cyndy | | F | First Nations |
| 536 | Pepion | Donald | | M | First Nations |
| 539 | Devine | Heather | | F | Métis |
| 541 | Garneau | David | | | Skip this field |
| 551 | Cajete | Gregory | | M | |
| 773 | Lawrence | Bonita | | F | Indigenous (International) |

| | | | | | |
|-----|--------------------|-----------|-----------|---|----------------------------|
| 776 | Kesler | Linc | | M | Indigenous (International) |
| 786 | Hansen | John | George | M | First Nations |
| 787 | Serebrin | Wayne | | M | Non-Aboriginal |
| 788 | Lasby | Rebecca | | F | Non-Aboriginal |
| 789 | Rick | Colbourne | | M | First Nations |
| 794 | Kovach | Margaret | | F | |
| 803 | Verreault | Jocelyn | | F | First Nations |
| 806 | Ryan | Thomas | | M | Other |
| 811 | Whitt | Laurelyn | | F | Indigenous (International) |
| 2 | Mercier | Ocean | | F | Indigenous (International) |
| 4 | Morrison | Dirk | | M | Non-Aboriginal |
| 453 | Pino | Rodolfo | Francisco | M | Indigenous (International) |
| 458 | Wuttunee | Wanda | | F | First Nations |
| 459 | Cole | Peter | | M | First Nations |
| 461 | Kuokkanen | Rauna | | F | Indigenous (International) |
| 463 | Welter | Christine | Lynne | F | Non-Aboriginal |
| 466 | Dockstator | Mark | S | M | First Nations |
| 472 | Kipp | Billie | Jo | F | First Nations |
| 474 | McCabe | Glen | Harvey | M | Métis |
| 478 | Falcicchio | Gabriella | | F | Skip this field |
| 479 | Wilson | Alex | | F | First Nations |
| 494 | Lawrence | Bonita | | F | Indigenous (International) |
| 496 | Smylie | Janet | | F | Métis |
| 505 | Anderson | David | Bryan | M | First Nations |
| 509 | Cannon | Martin | John | M | First Nations |
| 515 | Doyle-Bedwell | Patricia | | F | First Nations |
| 521 | DePasquale | Paul | | M | First Nations |
| 537 | Corntassel | Jeff | Jay | M | Indigenous (International) |
| 544 | Maryboy | Nancy | | F | Indigenous (International) |
| 545 | Stewart | Suzanne | Lea | F | First Nations |
| 778 | McGregor | Deborah | A | F | First Nations |
| 783 | Coulter | Rebecca | | F | Non-Aboriginal |
| 785 | Dressyman-Lavallee | Marjorie | Rose | F | First Nations |

| | | | | | |
|-----|-----------|-------|------|---|----------------|
| 804 | Kashmeeri | Munis | | F | Other |
| 816 | Macdonald | John | Ross | M | First Nations |
| 821 | Elliott | Frank | B. | M | Non-Aboriginal |

| AERC Database of Partners | | | | | |
|---------------------------|--------------------|------------|-------------|--------|----------------------------|
| Contact ID | Surname | First Name | Middle Name | Gender | Self Identification |
| 2 | Mercier | Ocean | | F | Indigenous (International) |
| 4 | Morrison | Dirk | | M | Non-Aboriginal |
| 453 | Pino | Rodolfo | Francisco | M | Indigenous (International) |
| 458 | Wuttunee | Wanda | | F | First Nations |
| 459 | Cole | Peter | | M | First Nations |
| 461 | Kuokkanen | Rauna | | F | Indigenous (International) |
| 463 | Welter | Christine | Lynne | F | Non-Aboriginal |
| 466 | Dockstator | Mark | S | M | First Nations |
| 472 | Kipp | Billie | Jo | F | First Nations |
| 474 | McCabe | Glen | Harvey | M | Métis |
| 478 | Falcicchio | Gabriella | | F | Skip this field |
| 479 | Wilson | Alex | | F | First Nations |
| 494 | Lawrence | Bonita | | F | Indigenous (International) |
| 496 | Smylie | Janet | | F | Métis |
| 505 | Anderson | David | Bryan | M | First Nations |
| 509 | Cannon | Martin | John | M | First Nations |
| 515 | Doyle-Bedwell | Patricia | | F | First Nations |
| 521 | DePasquale | Paul | | M | First Nations |
| 537 | Corntassel | Jeff | Jay | M | Indigenous (International) |
| 544 | Maryboy | Nancy | | F | Indigenous (International) |
| 545 | Stewart | Suzanne | Lea | F | First Nations |
| 778 | McGregor | Deborah | A | F | First Nations |
| 783 | Coulter | Rebecca | | F | Non-Aboriginal |
| 785 | Dressyman-Lavallee | Marjorie | Rose | F | First Nations |
| 804 | Kashmeeri | Munis | | F | Other |
| 816 | Macdonald | John | Ross | M | First Nations |
| 821 | Elliott | Frank | B. | M | Non-Aboriginal |
| 446 | Kaminski | June | Louise | F | Métis |

| | | | | | |
|-----|------------------|-----------|------------------------|---|----------------------------|
| 482 | Janmohamed | Zeenat | | F | Non-Aboriginal |
| 512 | Reid | Carrie | Joan | F | First Nations |
| 519 | Thomas | Gloria | Jean | F | First Nations |
| 534 | Walker | Polly | Ollene | F | Indigenous (International) |
| 535 | Donald | Dwayne | Trevor | M | Other |
| 772 | Mclvor | Onowa | | F | First Nations |
| 782 | Baikie | Gail | | F | Inuit |
| 790 | Martin | Georgina | R | F | Indigenous (International) |
| 817 | Senk | Tanya | | F | Métis |
| 473 | van der Woerd | Kimberly | Ann | F | First Nations |
| 480 | McDonald | Rose-Alma | Jeanetter | F | First Nations |
| 492 | Fortune (Fortin) | Lorne | Jerome | M | First Nations |
| 503 | Maracle | Dawn | T | F | First Nations |
| 520 | Archer | Jennifer | | F | Other |
| 538 | Cavanagh | J'net | AyAy Qwa Yak Sheelth | F | First Nations |
| 546 | Louttit | Eva | B. | F | First Nations |
| 547 | Bressette | Christy | Rochelle | F | First Nations |
| 781 | blott | sharon | helena | F | Non-Aboriginal |
| 792 | Hesch | Rick | | M | Non-Aboriginal |
| 798 | Blair | Nerida | Ann | F | Indigenous (International) |
| 809 | Dimande | Eduardo | | M | Other |
| 810 | Dimande | Eduardo | | M | Other |
| 812 | Grass | Starleigh | | F | First Nations |
| 814 | Hammersmith | Jerome | Alvin | M | Métis |
| 815 | L'Hirondelle | Brenda | E | F | Métis |
| 818 | Demeria | Jessica | | F | Métis |
| 822 | Jules | Rebecca | | F | First Nations |
| 824 | Fraser | Holly | | F | Non-Aboriginal |
| 445 | Fox | Genevieve | Anne Staahtsist ayaiki | F | First Nations |
| 451 | Boyer | Yvonne | | F | Métis |
| 454 | Metallic | Janine | Elizabeth | F | First Nations |
| 469 | Reed | Tessa | Marie | F | Indigenous (International) |
| 476 | Edge | Lois | Elizabeth | F | Skip this field |
| 483 | moeller | helle | | F | Non-Aboriginal |
| 487 | Gruner | Sheila | | F | Non-Aboriginal |

| | | | | | |
|-----|-------------------|--------|--------------|---|----------------|
| 502 | Mashford-Pringle | Angela | | F | First Nations |
| 507 | Jeansonne | Bonnie | | F | Inuit |
| 517 | Guiboche | Gina | G | F | First Nations |
| 529 | Martin | Debbie | Holly | F | Métis |
| 540 | Deer | Frank | | M | First Nations |
| 542 | Gauthier-Frohlick | Denise | Marie Nicole | F | Métis |
| 549 | Gold | Steven | A. | M | First Nations |
| 774 | LeBlanc | Denis | | M | Non-Aboriginal |
| 780 | Constant | Andrea | G | F | First Nations |
| 795 | Simms | Debra | L | F | Non-Aboriginal |
| 800 | Baker | Jeff | Jordan | M | Métis |
| 802 | Campbell | Lori | | F | Métis |
| 813 | Guiboche | Gina | G | F | First Nations |

Appendix B: Student hires in AERC

| AERC Student List | |
|--------------------------|-----------------------------------|
| Student Name | Undergrad / Graduate Level |
| Alex Tawpisim | Undergrad |
| Amber Osadan | Undergrad |
| Annie Battiste | Undergrad |
| Candice Uhlik | Undergrad |
| David Werner | Undergrad |
| Jessi Gerard | Undergrad |
| Kari-dawn Wuttunee | Undergrad |
| Kimble Worme | Undergrad |
| Pamela Fernandez | Undergrad |
| Sheelah McLean | Graduate |
| Crystal Eninew | Graduate |
| Malvina Iron | Graduate |
| Artin Lahiji | Graduate |
| Carol Bullin | Graduate |
| Kumar Malreddy | Graduate |
| Nancy Peters | Graduate |
| Mariah Battiste | Graduate |
| Alice Johnston | Graduate |
| Bobby Henry | Graduate |
| Dean Kakakaway | Graduate |
| Joy Goldberg | Graduate |
| Karen Lynch | Graduate |
| Lloyd Laliberte | Graduate |
| Ranjan Datta | Graduate |
| Taylor Leedahl | Graduate |
| Tobi Jeans | Graduate |
| Andrea Sterzuk | Graduate |
| Anna-Leah King | Graduate |
| Jean Kayira | Graduate |
| Adele Laye | Graduate |
| Anna Flaminio | Graduate |
| Carmen Gillies | Graduate |
| Lillian Sankhulani | Graduate |
| Mercy Addo | Graduate |
| Ranti Ogunsua | Graduate |
| Yvonne Prusak | Graduate |

Appendix C: Funding of Projects in AERC since 2005

2005

AERC, Academic Priorities Fund, \$487,140, Establishment of AERC, 2005-2008.

PI- Orest Murawsky, Saskatchewan Indian Institute of Technologies (SIIT), \$20,000, Evaluation and Review of the Teacher Assistance Program at SIIT, January-May 2005.

PI-Marie Battiste, Office of the Treaty Commissioner, \$5,000, Report: The Role of the RCMP in Treaty Making and Treaty Implementation in Both the Historical and Contemporary Context in Saskatchewan, August-October 2005.

Co-PI Marie Battiste, Canadian Council on Learning, \$15,000, Professional Services Provided to the Canadian Council on Learning, August-September 2005.

2006

PI-Marie Battiste, First Nations Adult and Higher Education Consortium, \$96,000, Nourishing the Learning Spirit, October 2006-March 2007.

PI- Janey McVittie, Government of Saskatchewan(Health)/Government of Canada (FNIHB), \$36,800, Preparing a Holistic Approach for a Virtual Aboriginal Training Centre of Excellence within Saskatchewan, December 2006-March 2007.

Co-PI – Marie Battiste, Canadian Council on Learning, \$4,553,579, Aboriginal Learning Knowledge Centre, 2006-2009.

2007

PI-Janet McVittie, Government of Saskatchewan, \$8,000, Contract to: Refine the Research Finding and Draft Common Framework of the WNCPC Charter 2 Working Group, August-October 2007.

PI- Marie Battiste, Office of the Treaty Commissioner, \$20,000, Nourishing the Learning Spirit: A Dialogue with Elders, November 2007- March 2008.

PI-Marie Battiste, Animation Theme Bundle Nourishing the Learning Spirit, from Aboriginal Learning Knowledge Centre, Canadian Council on Learning 2007-8, \$157,862.

2008

Co-PI – Marie Battiste, SSHRC Knowledge Cluster Grant, \$2 Million. Health Violence Prevention, 7 years (2008-2015).

PI-Tim Claypool, Greater Saskatoon Catholic Schools, \$17,480, Review of Assessment Practices Impacting First Nations and Metis Students in the Greater Saskatoon Catholic Schools Division, January-June 2008.

AERC/ABLK, Canadian Council on Learning, National Workshop and Conference, \$260,000, “Seeing Ourselves in the Mirror: Giving Life to Learning”, February 28-29, March 1, 2008.

PI-Janet McVittie, Sask Learning, \$5900, Consulting Agreement: “Tools for Assessing and Validating First Nations, Metis and Inuit Cultural Appropriateness and Historical Accuracy, June-August 2008.

PI- Alex Wilson, University of Regina: Johnson-Shoyama Graduate School of Public Policy, \$45,525, Aboriginal Participation in Health Human Resource Training Programs in the Province of Saskatchewan, June-December 2008.

PI-Janet Smylie, Co-PI - Marie Battiste, Indigenous Knowledge Networks for Infant, Child, and Family Health, Funded by the CIHR, \$930,000, 5/2008-5/2013

PI-Marie Battiste, Visiting Lecturer Fund, \$2000, for Dr. Nancy Maryboy, Indigenous Education Institute, Bluff, Utah. Visit and lecture given at U of S on March 10, 2008.

2009

PI-Marie Battiste, Government of Saskatchewan: Ministry of Education, \$15,000, Indigenous Languages Research, July – September 2009.

PI- Alex Wilson, Centre for Research & Education on Violence Against Women and Children, \$18,000, Engaging and Empowering Aboriginal Youth Regional Symposium, September-December 2009.

PI- Marie Battiste, Saskatchewan Community Initiatives Fund, \$25,000, The Fourth R Violence Prevention Program in Saskatoon. 2009-10.

2010

PI- Marie Battiste, Co-PI - Carmen Gillies, Centre for Addiction and Mental Health, \$10,000. Multi-systemic Approach to Violence Prevention. April-June, 2010.

PI- Marie Battiste, Social Science and Humanities Research Council, \$249, 858.00. Animating the Mi'kmaw Humanities. University of Saskatchewan, 2010-2013.

2011

PI-Marie Battiste, Centre for Addiction and Mental Health, \$13,000. A Multi Systemic Approach to Promoting Youth Well-being and Reducing Violence and Victimization: Integrated Plans for Effective School and Community Interventions, April 1, 2011-March 31, 2012.

PI- Marie Battiste, Commonwealth of Australia as represented by the Department of Education, Employment and Workplace Relations, \$10,000. An Environmental Scan of Educational Models Supporting Aboriginal Post-Secondary Education. September 1-November 14, 2011.

2012

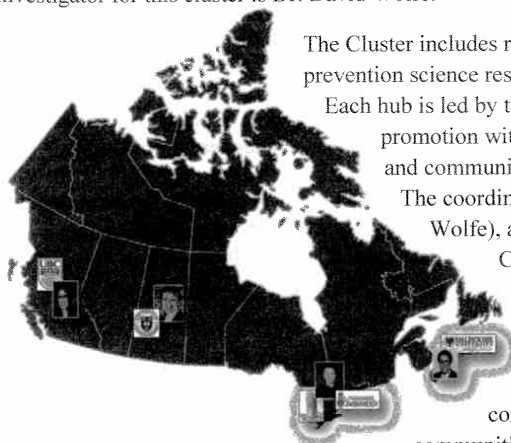
PI-Marie Battiste, Community Initiatives Fund, \$25,000, Fourth R After School Program, January –June 2012.

Appendix D: Description of Canadian Prevention Science Cluster Research



CANADIAN PREVENTION SCIENCE CLUSTER

The Canadian Prevention Science Cluster (CPSC) brings together leading researchers and practitioners from across Canada who are dedicated to reducing violence and abuse and promoting healthy relationships among youth. Collaborators and partners involved in the cluster bring specialized knowledge in the areas of bullying, dating violence, social/emotional learning, media violence, Aboriginal education, gender and aggression, policy development, and interactive technology approaches for engaging youth. The Principal investigator for this cluster is Dr. David Wolfe.



The Cluster includes regional hubs to establish connections among prevention science researchers and local school- and community-partners.

Each hub is led by top researchers in violence prevention and health promotion with youth, has an established local network of school and community partners, and reflects geographic/cultural diversity.

The coordinating hub is in Ontario, (Hub Director: Dr. David Wolfe), and the three regional hubs are located in British Columbia (Hub Director: Dr. Shelley Hymel), Saskatchewan (Hub Director: Dr. Marie Battiste), and Nova Scotia (Hub Director: Dr. John LeBlanc). Regional hubs are necessary to ensure that researchers are connected to their local schools and communities and, vice versa, that schools and communities have a voice in translating prevention knowledge in the most effective and culturally sensitive manner.

The CPSC's main objective is to merge existing networks and best practices across a range of domains that intersect at the point of effective and sustainable school- and community-based violence prevention initiatives. This cluster will provide a forum through which experts in the areas of effective programming, implementation, impact evaluation, creating sustainable change, and youth engagement can come together to develop cohesive models by which schools, districts, and communities can effectively mobilize violence prevention initiatives.

The hubs will maximize impact of existing and emerging initiatives by integrating a range of innovative activities that tend to occur in isolation; including, for example, effective school-based programs, youth-led initiatives, and the training of future educators and researchers. Academic, school, and community partners from diverse disciplines and cultural backgrounds will identify best practices and promising initiatives as we

collaborate in a national knowledge mobilization effort to enhance school based practice for generations to come. A fundamental overarching goal of the cluster is to generate, mobilize and translate knowledge.

THE CPSC HAS FIVE MAIN OBJECTIVES:

- Raise awareness of effective violence prevention / health promotion strategies for youth
- Work with educators and community partners to adopt and evaluate such strategies to best fit their needs
- Train students and professionals in each region to mobilization prevention resources and concepts
- Expand research and knowledge on effective community-based prevention strategies
- Create a national resource on Canadian programs and their evidence base

The hope is that this strategic knowledge cluster will promote Canadian school-based programs designed to teach students of all ages about healthy relationships and ways to reduce various forms of violence. The cluster will promote a shift from reactive to proactive strategies concerning youth violence and abuse, and foster the implementation of specific and evidence-based strategies for creating healthy and non-violent school cultures. A critical component of our initiatives will focus on youth inclusion, engagement, and skill building strategies that are developmentally and culturally appropriate. The CPSC will ensure that these efforts are comprehensive, recognize the diversity of the community, and are coordinated and multi-faceted to reflect current knowledge derived from multiple disciplines. The cluster will contribute to an enhanced network of researchers and professionals who will share knowledge of successful practices for violence prevention and promotion of health and well-being among children and youth.

CPSC VISION PLAN

Program development and evaluation:

Includes developing and evaluating programs, resources and training materials for educators and other front-line professionals who work with youth, or working with educators and community partners to develop, adopt and evaluate programs, resources and training materials to best fit their needs.

Training and dissemination:

Includes training students and professionals in each region to mobilize prevention resources and concepts, raising awareness of violence prevention / health promotion strategies for youth, and training, disseminating, and assisting with implementation of programs.

Aboriginal projects:

Includes advancing the efforts to develop violence prevention strategies that incorporate Aboriginal perspectives, and includes adapting or developing programs, resources and training materials to best fit the needs of aboriginal youth.

Student opportunities:

Includes exposing students to a variety of research methods, data collection, and skills, while giving exceptional exposure, mentoring, collaborative enquiry, research, and training.

Knowledge creation:

Includes expanding research and knowledge on effective community-based prevention strategies, and creating a national resource on Canadian programs and their evidence base.

Appendix E: Mid-term Review of Strategic Knowledge Cluster Project

SSHRC  CRSH

350 Albert Street, P.O. Box 1610
Ottawa ON K1P 6G4
www.sshrc.ca

350, rue Albert, C.P. 1610
Ottawa ON K1P 6G4
www.crsh.ca

February 1, 2012

Dr. David A. Wolfe
Department of Psychiatry
University of Toronto
250 College Street, 8th Floor
TORONTO ON M5T 1R8

File Number: 857-2007-0019

Dear Dr. Wolfe:

The Social Sciences and Humanities Research Council (SSHRC) has completed its Mid-term review of your Strategic Knowledge Cluster project.

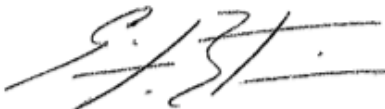
I am pleased to inform you that SSHRC will continue to fund your project. This decision rests upon the recommendation of the multidisciplinary adjudication committee and on the criteria established by the SSHRC.

Enclosed, you will find the committee comments. It is hoped that these comments will be of assistance to you in the further development of your program of activities.

Should you have further questions please contact the program officer responsible, Bryde Kelly, at (613) 947-2060 or by email at Bryde.kelly@sshrc-crsh.gc.ca

Wishing you great success in your research activities, I remain,

Sincerely,



Eric Bastien
Acting Director
Partnerships Portfolio

Enclosures



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

**Social Sciences and Humanities Research Council of Canada /
Conseil de recherches en sciences humaines du Canada**

**Strategic Knowledge Clusters /
Réseaux stratégiques de connaissances**

Mid-Term Review 2007 / Examen d'étape 2007

| | |
|--------------------------------|--|
| Applicant/Candidat(e): | Dr. David A. Wolfe |
| Organization/Organisme: | Department of Psychiatry University of Toronto |
| File/Dossier: | 857-2007-0019 |
| Title/Titre: | Canadian prevention science cluster for children and youth |

Committee comments / Commentaires du comité:

The committee judged that the cluster was making excellent progress, having recruited strong new collaborators and partners, demonstrating growth of cluster. The committee noted with satisfaction the breadth of partnerships including a wide range of highly engaged academics and partners. The committee perceived that this cluster is actively disseminating knowledge. The committee noted that engagement with partners from Quebec would have added weight to the initiative.

The committee was very pleased with the governance of the cluster and the soundness of the advisory board.

The committee was found of activities engaging community and government partners to be appropriate and at a good frequency.

The committee applauded the excellent levels of student involvement opportunities provided for students to receive financial assistance and come together across large distances to make presentations focusing on such important issues as aboriginal training and training in antiracism. The committee commends the initiative of developing a graduate course on social and emotional learning.

The committee did note the budget pertaining to student travel may have been clearer.

The committee found the hands on research of members during program evaluation to be of great value; contributing to a culture of evidence based programming.

Overall, a substantial amount of great work has been achieved, having the potential to make a huge impact on current and important topics. The committee found it truly refreshing to see these efforts to broach the problem and engage around finding solutions around real problems.

Recommendations / Recommandations:

The committee was very satisfied with the overall progress of the cluster and recommends that funding proceed.

| | |
|--|--|
| Program Officer / Agente de programme : | Tel.: (613) 947-2060 |
| Bryde Kelly | E-Mail / courriel: bryde.kelly@sshrc-crsh.gc.ca |