

Sabbatical Leave Report for A. Wilson

Title: Review of Land-Based Education Schools and Institutions

On July 1, 2014 I started my twelve- month sabbatical leave. The sabbatical was deferred one year so that another Indigenous colleague (Dr. Margaret Kovach) could take hers and then take on role of acting Academic Director of the Aboriginal Education Research Centre (AERC) while I was on leave.

The objectives of the sabbatical leave were:

1. To identify schools and other educational institutions that foster a land-based approach to education
2. To visit select k-12 schools, post-secondary institutions and /or community based institutions
3. To observe teaching practices
4. To record governance structure
5. To identify successful innovative teaching practices and curricula
6. To identify challenges and strategies for addressing them

The following table outlines the objectives and deliverables and indication of how these align to Indigenous principles of relationality/relational accountability and reciprocity. The final column summarizes significant findings.

Objective	Deliverable	Relationality/ Relational accountability	Significant Finding
1. Identify schools that foster land-based education	Established a network of land-based educators	Offered gifts	<ol style="list-style-type: none"> 1. Land-based education is being implemented mostly in the form of culture camps (in Canada) 2. Educational Foundations land-based programming is known and respected and seen as leader world wide 3. U of S alumni have implemented land-based learning and have influenced policy 4. While there is a stated desire for land-based education in some locations, there is a shortage of k-12 teachers who are land literate 5. Extreme excitement and support for a PhD program
		Database of contacts	
		Maintain contact with key people via email, facebook	
		Provide ongoing advice to Mount Royal University on their land-based field school	
		Consultation provided to University of Winnipeg as they set up land-based post-bacc and undergrad programming	
2. Visit land-based schools	A. Dechinta, NWT (October 2014)	Provide ongoing advice to Seven Oaks School Division as they set up k-12 land-based programming	
		Provide ongoing advice to Opaskwayak Education Authority with their grades 7-12 land-based programming	
		Letter of support for PhD from GNWT	<ol style="list-style-type: none"> 6. The GNWT has a mandate to implement land-based education 7. GNWT is spending significant money to send graduate students out 8. U of S student fees for land-based cohort are substantially lower than other graduate programs and they recommend
		Letter of support for PhD from Dechinta	
		Met with Minister of Education, toured land-based programming as his guest	
Provide ongoing advice and support to GNWT			
Provided my course syllabi as models			

	<p>Provided support letters for SSHRC proposals</p> <p>Keynote at BDEC Conference</p> <p>Guest lecture at Dechinta</p> <p>Dr. Leanne Simpson agreed to teach at U of S</p> <p>Dr. Glen Coulthard and Simpson asked to help develop PhD curriculum and program</p> <p>Provided interviews for GNWT researchers and curriculum specialists</p>	<p>we raise our student fees</p> <p>9. There are few Indigenous teachers with graduate degrees.</p> <p>10. Request for student interns (student teaching placement) from undergraduate program</p>
<p>B. Guatemala¹ (Oct 28- November 6,2014)</p> <p>Visited five community schools</p> <p>Keynote presentation</p>		<p>11. One Indigenous woman goes missing per day, one trans woman goes missing per week—education is political act in Central America.</p> <p>12. Importance of recognizing corporate interests and resource extractive industries and environmental racism influence on education system</p>
<p>C. New Zealand</p> <p>Visited three community schools</p> <p>Video interview and interviews with local news media</p> <p>https://www.youtube.com/watch?v=JtKC-35_IX0&feature=youtu.be</p> <p>Worked in community garden</p>	<p>Keynote at Te Wananga O Aotearoa</p> <p>Served as Takapuna for Maori Masters of Applied Arts volunteered time and travel costs</p> <p>Adjudicated Master's Exegesis projects for 20 Maori students</p>	<p>13. New Zealand graduated 500 Maori PhD's in ten year</p> <p>14. Land based education has to be useful, practitioner model is what communities want</p> <p>15. An intersectional approach is necessary</p>
<p>3. Australia</p> <p>Visited 3 schools</p> <p>Visited 5 community orgs</p> <p>5 keynotes</p>	<p>Letter of support for PhD from G nibbi Centre, Southern Cross University</p>	<p>16. Similar issues across Indigenous communities in terms of barriers</p> <p>17. Very few if any land-based programs but definite interest</p>
<p>4. Hawaii</p> <p>Co-chair for World Indigenous Business Forum, Honolulu</p>	<p>Letter of support for PhD from World Indigenous Nations University</p> <p>Letter of support for PhD from University of Hawaii, West Oahu</p>	<p>18. Land-based programming k-12 linked to language revitalization</p> <p>19. Land-based schools set up via Charter School movement</p>
<p>2. Observe teaching practices</p>	<p>Summary notes</p> <p>Shared Cree teachings</p>	<p>20. Indigenous land-based education in general is not supported by mainstream educational institutions</p>

	Participated in CBC national discussion about racism http://www.cbc.ca/news/canada/manitoba/racism-and-indigenous-canadians-a-conversation-1.2832982		21. Land-based education is marginalized and viewed as remedial (impact of racism?) 22. Indigenous knowledge is not acknowledged as real science (impact of racism?) 23. Racism impacts indigenous education on a global level 24. Need for anti-oppressive approach to land-based education
3. Record governance structure	Developed and implemented governance model for U of S M Ed land-based cohort. Graduates have started using governance terminology and practices in their classrooms Co-produced Webinar on self-governance https://www.youtube.com/watch?v=WmSNgEFf9cM	Met with PhD student Real Carriere-dissertation research on Cree governance Meals, drove people around, offered tobacco, Met with Sylvia McAdam, Idle No More, about Cree governance and laws Met with numerous elders to discuss traditional understandings of governance	25. Introduced and implemented governance with Land-based cohort Capstone course
4. Identify successful pedagogy	Documented what seems to work Published 2 articles on land-based education . Implemented into Capstone Course for Land-based cohort Built into LOI and proposal for PhD program	Draft LOI and proposal sent to communities for feedback Updates and check-ins	
5. Identify challenges and strategies for addressing them		Implemented into development of Capstone course Sent drafts of articles for feedback Built into LOI and proposal for PhD program	

ADDITIONAL ITEMS (beyond scope of what was proposed)

Other	2015 Award for Distinction in Outreach and Engagement, University of Saskatchewan, awarded April 27, 2015		
Benefits to U of S	Raised the profile of U of S on a national and international level via keynote and guest lectures	Set up AERC advisory board	26. Superficial /surface level understanding of Indigenous peoples and knowledge 27. Resistance to talking about or

	Facebook, twitter and instagram accounts opened		addressing racism
	Contact list of media		28. Land-based education can be a form of reconciliation and aligns as an solution with TRC Calls to Action and reconciliation in general in Canada and elsewhere
	Promoted land-based education Established and strengthened relationships with institutions, governments and community based organizations and movements	Volunteered on INM communications team Volunteered grant writing for community orgs Volunteered in community garden	29. Idle No More is global movement that supports land-based education
	Raised over 30,000 for community orgs		
Supervision	Maintained supervision with Ryan Jimmy, Sheelah Mclean and Vicent Anderson as well as active committee membership for 9 Phd and Master's students Maintained supervision and coordination of Indigenous land-based cohort (20 students)		
New research	Developed and submitted 10 new SSHRC and/or CIHR research proposals as PI, coPI, applicant or collaborator		
Ongoing research	Continued working on a number of SSHRC and/or CIHR research projects Prepared President's SSHRC application (successful) on exploratory study of land-based education sites		
Publications	4		
Keynotes and lectures	24		

Overall benefits of the project to myself and to the University of Saskatchewan:

An review and analysis of land-based education programs and educational institutions will inform the Department of Educational Foundations Indigenous Land-Based cohort and to aid in the development of a doctoral program in International Indigenous Education. The findings have also informed my teaching practice, as well as colleagues who are also interested in a land-based approach.

The University of Saskatchewan has become a leader in what has come to be known as the “land-based education movement”. The Department of Educational Foundations, in 2009, began a cohort of 22 Indigenous students whose program of study was focused on Indigenous land-based education. The cohort model was the first of its kind in graduate education. In the fall of 2012 all of the students had

convocated with MEd Degrees. Their experience culminated with a Conference where they, and Internationally renowned Indigenous scholars, shared knowledge, experiences, and practices of land-based education. Some of outcomes of the conference were the stated need for land-based curriculum to be developed, for alternate and innovative education Institutional structure be sought, and that successful teaching practices identified and shared.

During the sabbatical, I explored and documented successful practices in land-based education. There are currently only a few educational institutions across the world that have a land-based focus. I have identified three locations that have fostered land-based education. The first location, Dechinta: Bush University Centre for Research and Learning, is based on Dene culture, language, and traditional territory. Dechinta offers university accredited courses. The second location was Indigenous community schools in Guatemala. These locations focused on survival, political resistance and food sustainability. A visited a number of schools in Aotearoa, New Zealand. These locations focused on the practical application of Indigenous theory and knowledge. In Australia programming stated a desire for acknowledgement of traditional medicine, Indigenous rights, and language preservation. Kua O Ka la, (9-12) and other k-12 Charter Schools focused on language revitalization, culture and application of knowledge. Each of these educational institutions has a unique set-up and governance structure.

I have made personal contacts in each location. In addition to observing the schools in operation during my visits, I conducted informal interviews with people who were instrumental in setting up, operating, and attending the schools. I learned local protocol and interview at least four people at each site, which may include community members, Elders, teachers, parents, administrators, employees, volunteers, and/or students.

A substantive outcome of the sabbatical was to document the land-based education movement, the challenges and the successes. The findings have significance not only for the University of Saskatchewan, but also for other educational communities who are developing local land-based programming.

Additional accomplishments during sabbatical (beyond the scope of what I had proposed for sabbatical leave)

Publications in Refereed Journals

Crowe, R. & Wilson, A. (May 2015) Idle No More Round Dance Revolution at the Hemispheric Institute of Performance and Politics Montreal *e-misférica* 12.1 *Caribbean rasanblaj*. 12 (1). (Equal contributions to co-authored article).

Sarah Prowse, Robert J. Schroth, Alexandria Wilson, et al., Diversity Considerations for Promoting Early Childhood Oral Health: A Pilot Study, *International Journal of Dentistry*, vol. 2014, Article ID 175084, 10 pages, 2014. doi:10.1155/2014/175084
<http://www.hindawi.com/journals/ijd/2014/175084/> (Article based on research that I co-conducted and final report co-authored both with J. Sarson).

Schroth, R. J., Wilson, A., Prowse, S., Edwards, J. M., Gojda, J., Sarson, J., ... & Moffatt, M. E. (2014). Looking back to move forward: Understanding service provider, parent, and caregiver views on early childhood oral health promotion in Manitoba, Canada. *Canadian Journal of Dental Hygiene*, 48(3). (Article based on research that I co-conducted and final report co-authored both with J. Sarson).

Wilson, A. (2015, Winter). Opaskwayak culture and healthy living initiatives project. *Of land & living skies*. 3 (Journal submissions are reviewed but not double blind peer review).

Invited Keynotes and lectures

A. Wilson, June 4 (2015). *Current Contexts and Future Imaginings: A Two-Spirit Roundtable Discussion*. Chair. Native American and Indigenous Studies Association (NAISA) Conference. Washington, D.C., United States of America.

A. Wilson, May 14 (2015). *Gender and Sexual Diversity in Cree culture*. Faculty of Social Work. University of Regina, Saskatoon Campus, Saskatchewan.

A. Wilson, April 18 (2015) *Idle No More, Sakihawin- Love in action*, Visitor's Centre, Mauna Kea Protection Camp, Mauna Kea, Hawaii.

A. Wilson, April 17 (2015) *Cree cosmology and Idle No More* Indigenous people, health and wellness, University of Hawaii, Hilo, Hawaii.

April 17, 2014 *Welcoming remarks* Press Release for announcement of World Indigenous Business Forum 2015, Honolulu, Hawaii.

A. Wilson, March 26 (2015). *Land Based Education*. Keynote Presentation. *EDGE 2015: The 3rd Annual Canadian Symposium on Indigenous Teacher Education*, the Labrador Interpretation Centre, North West River, Labrador, Canada.

A. Wilson, March 19 (2015). *Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self-Determination*. The Landing, University of Alberta, Edmonton.

A. Wilson, March 19 (2015). *Indigenous Land Based Education*. Department of Educational Policy Studies, Indigenous Peoples Education Program, University of Alberta, Edmonton, Alberta.

A. Wilson, March 18 (2015). *Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self-Determination*. (Part 2) Pride Centre of Edmonton, Edmonton, Alberta.

A. Wilson, March 18 (2015). *Cree Teachings around Gender and Sexual Diversity*. (Part 1) Pride Centre of Edmonton, Edmonton, Alberta.

A. Wilson, February 20 (2015) *Two Spirit Identity*. Workshop and Discussion Circle Facilitator. Cultured Queer/ Queering Culture: Indigenous Perspectives On Queerness Symposium. The Forum for Indigenous Research Excellence at the University of Wollongong, New South Wales, Australia.

A. Wilson, February 19 (2015). *Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self-Determination*. Cultured Queer/ Queering Culture: Indigenous Perspectives On Queerness Symposium. The Forum for Indigenous Research Excellence at the University of Wollongong, New South Wales, Australia.

A. Wilson, February 19 (2015). *University of Saskatchewan's Land Based Education Program*. Poche

Centre for Indigenous Health, University of Sydney, Sydney, Australia.

A. Wilson, January 29 (2015). *Our Coming In Stories: Cree Identity, Body Sovereignty and Gender Self-Determination*. UCRH Research Seminar Keynote, Northern Rivers Campus, University of Sydney, Lismore, Australia.

A. Wilson, January 29 (2015). *First Nations Teachings and Sex and Sexuality*. Guest lecture for the class “Sex & Sexualities in Religion,” University of Regina, Regina, SK, Canada.

A. Wilson, January 18 (2015). *First Nations and Gender and Sexual Health*. ACON Community Centre Northern Rivers, Wollongong, New South Wales, Australia.

A. Wilson, November 10 (2014). Guest Speaker in “New Media, Culture Jamming and the Third Wave.” Department of Women’s and Gender Studies, University of Winnipeg, Winnipeg, Manitoba, Canada.

A. Wilson, November 3 (2014). *Indigenous Land-based Education at the University of Saskatchewan*. He Waka Hiranga, Te Wananga o Aotearoa, Hamilton, New Zealand.

A. Wilson, October 29 (2014). *Educational Initiatives that Build Indigenous Leaders* Keynote Panel. World Indigenous Business Forum, Guatemala City, Guatemala.

A. Wilson, October 21 (2014). *Two-spirit people: The power within*. Keynote. Aboriginal Education Forum, Red River Community College, Winnipeg, Manitoba, Canada.

A. Wilson, October 4 (2014). *Land Based Education: Cree Concepts of Land, Body and Gender*. Lecture for the class “Our Land, Our Life: Dene Self Determination in Theory and Practice,” University of Alberta Native Studies, Dechinta Bush University, Yellowknife, NWT, Canada.

A. Wilson, September 30 (2014). *Indigenous Land Based Education*. “Our Students, Our North, Our Success” Territorial Educators’ Conference, Yellowknife, NWT, Canada.

A. Wilson, September 9 (2014). Keynote speaker, with Sheelah McLean, Sylvia McAdam, and Erica Lee. Under Western Skies 3: Intersections of Environments, Technologies and Communities Conference. Mount Royal University Calgary, Alberta, Canada.

A. Wilson, August 19 (2014). *Land Based Education*. Root Lake Campus, University College of the North, The Pas, Manitoba, Canada.

Research and Grant Information (New)

Research Advisor, *Implementation Plan for the Legacy of Phoenix Sinclair Inquiry*, Province of Manitoba, July 2014- June 2015. Conducted over 70 interviews, assisted with analysis and final report. http://www.gov.mb.ca/fs/childfam/pubs/options_for_action_pdf

Co-applicant. *Visioning Health II: Indigenous, Participatory Evaluation and Assessment of a Culturally-Grounded and Arts- Informed Intervention for HIV-Positive Aboriginal Women*, Principal Investigator: Charlotte Loppie, June 30, 2015, \$1.2 million.

University of Saskatchewan Publication Fund Award, University of Saskatchewan, 2015. May 1st, 2015, \$5000.00.

Research team member *Prairie Sexualities: Theories, Archives, Affects, Communities*, Alberta-Saskatchewan Research Collaboration grant program funded by the Kule Institute for Advanced Studies. M. Lovrod (Principal Investigator). April 2015, 2015, \$10,024.00.

Co-applicant *Youth-Governed Approaches to Mental Health Promotion and Suicide Prevention for Two Spirit, LGBTQIA and Gender Non-Conforming Youth*, CIHR grant. January 2015 – March 31, 2016, \$99,981.00

Collaborator. *Working in the way of the Sweetgrass: Braiding the Knowledges of Community*. Collaborator. Research Associates and the AHA Centre team. CIHR Catalyst Grant. October 2014 – November 2015, \$32,971.00.

Principal Investigator. *A Scoping Study Of Two Spirit People, Homelessness and Access To Services In Urban Centres And Beyond*. Urban Aboriginal Knowledge Network (UAKN), Prairie Research Centre Grant. September 2014- April 2015, \$8000.00.

Research Assistants: Ryan Jimmy and Ranjan Datta.

Engaged Scholar Knowledge Mobilization Graduate Student Catalyst Award, University of Saskatchewan, July 11, 2014, \$3000.00.

Co-Investigator, *Decolonizing Reconciliation: Indigenous Justice Seeking in Post-Oka Canada*, SSHRC, (not previously recorded or considered for salary review on CV or CV update). April 2014-March 2018. \$158,927.00.

Research Assistant: Elaine Alexie.

Academic Collaborator. *Sustainability Research Policy Network*, SSHRC partnership grant. Principal Investigator: Marcia McKenzie.

Extension publications and activities

July 1, 2014- June 29 (2015) Communications Team, Idle No More.

June 27 (2015). Interview with Rosanna Deerchild on CBC Unreserved, CBC radio.

June 23 (2015). Interview with Marcy Markusa, CBC information radio.

<http://www.cbc.ca/player/play/2670191917>

<https://soundcloud.com/anishinaboy/alex-wilson-interview-on-cbc-information-radio>

June 22 (2015). Indigenous ceremony at University of Winnipeg sparks sexism debate. Interview with Tim Fontaine CBC news online. <http://www.cbc.ca/news/canada/manitoba/indigenous-ceremony-at-university-of-winnipeg-sparks-sexism-debate-1.3123568>

June 3 (2015). Interview with *Opasquia Times* Newspaper, The Pas, Manitoba.

May 30 (2015) Emcee, *Stop Bill C-51 gathering*, Opaskwayak Cree Nation.

May 26 (2015). Interview with Tim Fontaine She-male beauty contest in First Nation, *CBC radio Manitoba*.

May 28 (2015). Guest speaker. Native Youth Sexual Health Network workshop. *Manitoba Harm Reduction Conference 2015*, Opaskwayak Cree Nation.

May 22, 23, 24 (2015) Co-facilitator, Idle No More Communications Team International gathering, University of Saskatchewan and Wanuskewin Heritage Park, Saskatoon, Saskatchewan.

July 1, 2014- June 30 (2015) Social Media Co-ordinator, Opaskwayak Culture and Healthy Living Community Garden Project, Opaskwayak Cree Nation.

April 2015. Facilitator and planning, *Land and Community: Resource Extraction in Saskatchewan*, Saskatoon, Saskatchewan.

May 1 (2015). World Indigenous Business Forum to be held in Waikiki. Lisa Asanto. Interview in *Mei: Office of Hawaiian Affairs Newsletter*, Honolulu, Hawaii.

April 17 (2015). Honolulu to Host World Indigenous Business Forum in October. Jason Ubay, Interview in *Pacific Business News*, Honolulu, Hawaii.

April 18 (2015). Indigenous Forum will aim to foster talks, partnerships. Interview in *Honolulu Star Advertiser*. Honolulu, Hawaii.

March 7 (2014). Queering Culture. Interview with Daniel Browning. *AWAYE!* Radio Program of the Australian Broadcasting Corporation, Sydney, Australia.

September 11 (2014). Autochtones disparues:une initiative d'Idle No More veut une enquete par des femmes. Interview with Omyrra Issa, CBC radio-Canada.

<http://ici.radio-canada.ca/regions/saskatchewan/2014/09/11/001-enquete-nationale-femmes-autochtones-alex-wilson.shtml>

November 8 (2014). Sask. activists say the future of First Nations linked to talking about two-spirit issues. VIDEO: Journey of Indigenous Gender Identity. Reported by Kelly Malone. *Newstalk 650 CKOM*, Saskatoon News.

September 10 (2014). National Inquiry Should Be Led By Indigenous Women, Says Idle No More Organizer: Alex Wilson, A Saskatoon-Based Idle No More Organizer, Says Women Need To Take The Lead On Inquiry. Interview with Madeline Kotzer for *CBC News*, Saskatoon.

Aug 11 (2014). "Thoughts on CSIS and Idle No More. We speak with Idle No More organizer Alex Wilson about reports that CSIS and the federal government were monitoring the protest movement". Interview on *CBC News*.

July 30 (2014). Two Spirits, One Struggle: The Front Lines Of Being First Nations And Gay. Citation.

Kelsey Klassen, *Vancouver Westender*.

July 29 (2014). New Foe of Nuclear-Waste Storage: Opaskwayak Cree Nation council passes ban of transport. Interview with Alexandra Paul, *Winnipeg Free Press*.

A. Wilson. July 25 (2014). Statement on behalf of the Opaskwayak Cree Nation (regarding the passage of a Band Council resolution to ban the transportation and storage of nuclear waste in Opaskwayak Traditional territories).

<https://www.youtube.com/watch?v=j7S1q7dGMmE&feature=youtu.be>

Editorial team #INMRroots Newsletter (edit text for biweekly e newsletter).

ⁱ Original sabbatical proposal listed as the International Indigenous University in Teluca, Mexico as location for second land-based site visit. Due to political instability in the region, I chose Guatemala instead.