Statements of Acknowledgements

Select appropriate statement for Treaty 6, 7, or 8
The Alberta Teachers’ Association would like to acknowledge that where we are today is within the boundaries of Treaty 6, which was first signed at Fort Carlton, Saskatchewan in 1876. Treaty 6 is a vast area covering large portions of Central Alberta and Saskatchewan, and encompasses the reserve lands of eighteen First Nations bands. Along with the Plains Cree First Nations, Treaty 6 also includes the traditional territories of the Nakoda, Saulteaux and Denesuline First Nations and Métis Nation.

We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before of us.
The Alberta Teachers’ Association would like to acknowledge that where we are today is within the boundaries of **Treaty 7**, signed at Blackfoot Crossing in 1877. It is the traditional territory of the Blackfoot Confederacy, which consists of three First Nations: **Kainai or Blood, Piikani or Peigan, and Siksika or Blackfoot**. Along with the three First Nations of the Blackfoot Confederacy, Treaty 7 also includes the **Tsuu T’ina or Sarcee, and Stoney Nakoda First Nations and Métis Nation**.

We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before of us.
The Alberta Teachers’ Association would like to acknowledge that where we are today is located within the boundaries of Treaty 8, first signed at Lesser Slave Lake in 1899 and now encompasses the reserve lands of twenty-four First Nations. Treaty 8 is the traditional territories of the Cree, Denesuline or Chipewyan, Dunne’za or Beaver, and Dene Tha’ or Slavey people and Métis Nation. We would also like to acknowledge the traditional knowledge holders and elders who are still with us today and those who have gone before of us.
Team Members

• Terry Lynn Cook—Métis
• Julia McDougall—Mikisew Cree First Nations (Treaty 8)
• Crystal Clark—Métis, Chipewyan and Cree
• Hali Heavy Shield—Kainai Nation (Treaty 7)
• Cheryl Devin—Métis
Our Role

The Alberta Teachers’ Association will:

Lead development and implementation of comprehensive and targeted resources to build understandings and shift practice of teachers and school leaders regarding the First Nations, Métis and Inuit competency identified in the professional practice standards.

Develop professional learning resources in print and digital formats to support the delivery of professional learning experiences in English and French.

Provide professional learning via workshops, school based professional development days, webinars, teachers’ conventions, Educate the Educator sessions, and through participatory experientials.
Our Stakeholders

The Association will coordinate and collaborate with key stakeholders, including Elders, Knowledge Keepers, Métis, and Treaty 6, 7, and 8 representatives.

Our stakeholders and partnerships also include:

- National Centre for Truth and Reconciliation
- Alberta Education
- Alberta Association of Deans of Education
- Alberta School Boards Association
- College of Alberta School Superintendents
- Alberta Regional Professional Development Consortia
In 2008, as part of the Indian Residential Schools Settlement Agreement, the Truth and Reconciliation Commission (TRC) was established to provide former students and anyone who has been affected by the Indian Residential Schools legacy, with an opportunity to share their individual experiences in a safe and culturally appropriate manner.
Mandate—To guide and inspire Aboriginal people and Canadians in a process of truth and healing on a path leading toward reconciliation and renewed relationships based on mutual understanding and respect.
What is Reconciliation?

To the TRC, reconciliation is “establishing and maintaining a mutually respectful relationship between Aboriginal and non-Aboriginal people in Canada.”

A Knock at the Door—Truth and Reconciliation Commission of Canada
In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the TRC made 94 “Calls to Action”.

Saddle Lake Alberta School
Credit: www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/Pages/residential-schools-photo-sets-ab.aspx
What do the Calls to Action Mean for Education in Alberta?

#63: Calls upon the Council of Ministers of Education to maintain an annual commitment to Aboriginal education issues:

1. Developing K–12 curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
2. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
3. Building student capacity for intercultural understanding, empathy and mutual respect.

4. **Identifying teacher training needs related to the above.**
Education Minister David Eggen says understanding First Nations history is key to understanding Canadian history. In his words, there are “wounds we need to heal” when it comes to residential schools.

Alberta Education announced sweeping overhaul of all Programs of Study K–12.

Key elements are the inclusion of the history of indigenous people and residential schools.

Canadian Teachers’ Federation Survey on Teachers’ Perspective on Aboriginal Education in Public Schools in Canada (2015).

Only 13 per cent of teachers surveyed felt very confident that they had the knowledge base to implement curriculum expectations regarding Indigenous content.

Many respondents expressed interest in:

- learning first hand from Elders and Knowledge Keepers.
- more direct contact with local Indigenous communities in their area.
New—Applying Foundational Knowledge about First Nations, Métis and Inuit Teachers and administrators will be expected to understand historical, social, economic and political implications of:

- Treaties and agreements with First Nations and Métis in Alberta
- Residential schools and their legacy
Initiatives 2016–2017
Contributions of the Regional Cultural Advisory Committees
Walking Together Presentations
Needs Assessment and Strategic Planning

How we learn and share knowledge...
- rewards
- feasts
- jokes/humor
- hunting/trapping
- legends
- survival skills
- stories
- hands on
- experiential
- visual learning
- show+tell
- songs
- modeling
- elders
- traveling
time
- respect
- listening stories
- people
- watching
- science
- sharing
- repetition
- role playing
- visiting
- Matter
- playing games
- praying
- Earth
- hands on project
- trading
Workshop Development and Facilitation
Teacher Conferences
Contextualized Blanket Exercise
Education for Reconciliation: Residential Schools
Learning Pebbles: Activities to Support Educators on The Path of Reconciliation
Indigenous Alberta: The Footsteps of our Ancestors
Indigenous Ways of Knowing: Walking in Our Footsteps
Collective Memories: Braiding Our Stories Through History
Resources and Website Navigation

• What’s out there
• What resources are relevant
• Connections to subject and grades
Terminology
Treaty 6, 7, 8
Métis
Inuit
Timeline
Elder Protocol
Elder Protocol
Sharing Our Knowledge
Train the Trainer Model
2017/18 Days of Service
Continue the Conversation on...

@walkingtogetherata

@ATAindigenous

http://tinyurl.com/ATAwalkingtogether