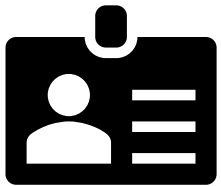


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Look to the Mountain: An Ecology of Indigenous Education (1994)

Ignite the Sparkle: An Indigenous Science Education Model (1999)

Indigenous Community: Rekindling Teachings of the Seventh Fire (2015)

Developing a new curriculum

Western Science	Native Science
Reductionist, manipulative, analytical	Intuitive & spiritual. Respect, relationship & responsibility for our natural world
Reducing variables to focus on particular phenomena	Contextual level is just as important as elemental level
Emphasizes objective content, detached from community	Nothing can be completely objective
Power over nature and people	Searching for true face, heart and vocation
Explaining the mystery of nature away	Coexisting with the mystery of nature
Science is taught as a separate discipline	Art and science are integrated

What might the curriculum look like?

- Goal of indigenous education is to be “fully knowledgeable about one’s place in the universe or spirituality”
- “Tribal teachers begin by building on the commonplace.” Pose problems in ways that are familiar to students
- Interaction with the world – with metaphors in language, dance, art, song, ritual, within a community of not only humans, but animals, plants, mountains, all of nature.
- Importance of “co-creation between teachers and students”
- Learning by “watching, listening, experiencing, and participating”
- Non-linear - telling and retelling stories, with new perspectives



Cultural assimilation or enculturation?

what is called “Indian education” today is really a compendium of models, methodologies and techniques gleaned from various sources in mainstream American education and adapted to American Indian circumstances, usually with the underlying aim of cultural assimilation
(Cajete, 2023)

But I’ve omitted things like...
“It recognizes and applies ordering through ceremony, ritual, and community activity.”

So, what's your point, Jo?

Not “how can I fit this into what I already do?”

But “why do I feel the need to make this familiar?”

And “what assumptions should I challenge to take this seriously?”

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CoPilot's suggestions on Cajete's contribution to pedagogy

- Holistic and relational learning
- Place-based and ecological education
- Learning as a lifelong, cyclical process
- Community-centred and intergenerational learning
- Storytelling as pedagogy
- Learning through experience and observation
- Identity, culture and education
- Integrative curriculum

(see slide notes for more details!)