



UNIVERSITY
nuhelot'ine thaiyots'i nistameyimâkanak
BLUE QUILLS

Ph: 780.645.4455 Fx: 780.645-5215 www.bluequills.ca
Treaty Six Territory Box 279 St Paul Alberta Canada T0A 3A0

iyiniw pimâtisiwin kiskeyihtamowin doctoral program

nikan nanaskomow kamamatâwisit ekwa nikawinan aski
sapmí, kitehiyak, wahkohtowin

Gratitude and acknowledgements to Creator, mother
earth, the ancestors and people of these lands, our elders
and relations



abstract

theme 4: indigenous ways of knowing and being in education

University nuhelot'ine thaiyots'i nistameyimakanak Blue Quills (UnBQ) is a **sovereign treaty indigenous** owned and governed university and has designed a unique indigenous doctoral program **birthed in ceremony** and traditional knowledge, both in content and process. the cohort model and schedule encourage **elder teachings, peer learning and teaching, community service, collaborative research,** personal growth, peer assessment, contributions to knowledge mobilization

abstract

theme 4: indigenous ways of knowing and being in education

with a final offering to a circle of witnesses. through the

program, we have articulated and demonstrated how **authentic**

indigenous approaches to knowledge acquisition and transmission

cover the same territory as academia, restoring respect
and confidence in our knowledges and transfer processes.

abstract

theme 4: indigenous ways of knowing and being in education

we are guided by the wisdom of our ancestors to know that we do not have become the system to have value, that our knowledge has intrinsic value, that restoring our knowledge must happen through our own practices. this program goes beyond simply adding indigenous content to a standard doctoral/ phd program – we explore, honour, and practice indigenous ways of knowing, how we learn and how we give evidence to that learning.



Sovereignty/ Autonomy

Nationhood

Treaty Between Nations

- With Indigenous Nations
- With The Crown

RECONCILIATION

Reconciliation Invites Us To Illuminate The Insidious Intellectual Infrastructure Of Imperialism And Individualism

A sign in Calgary

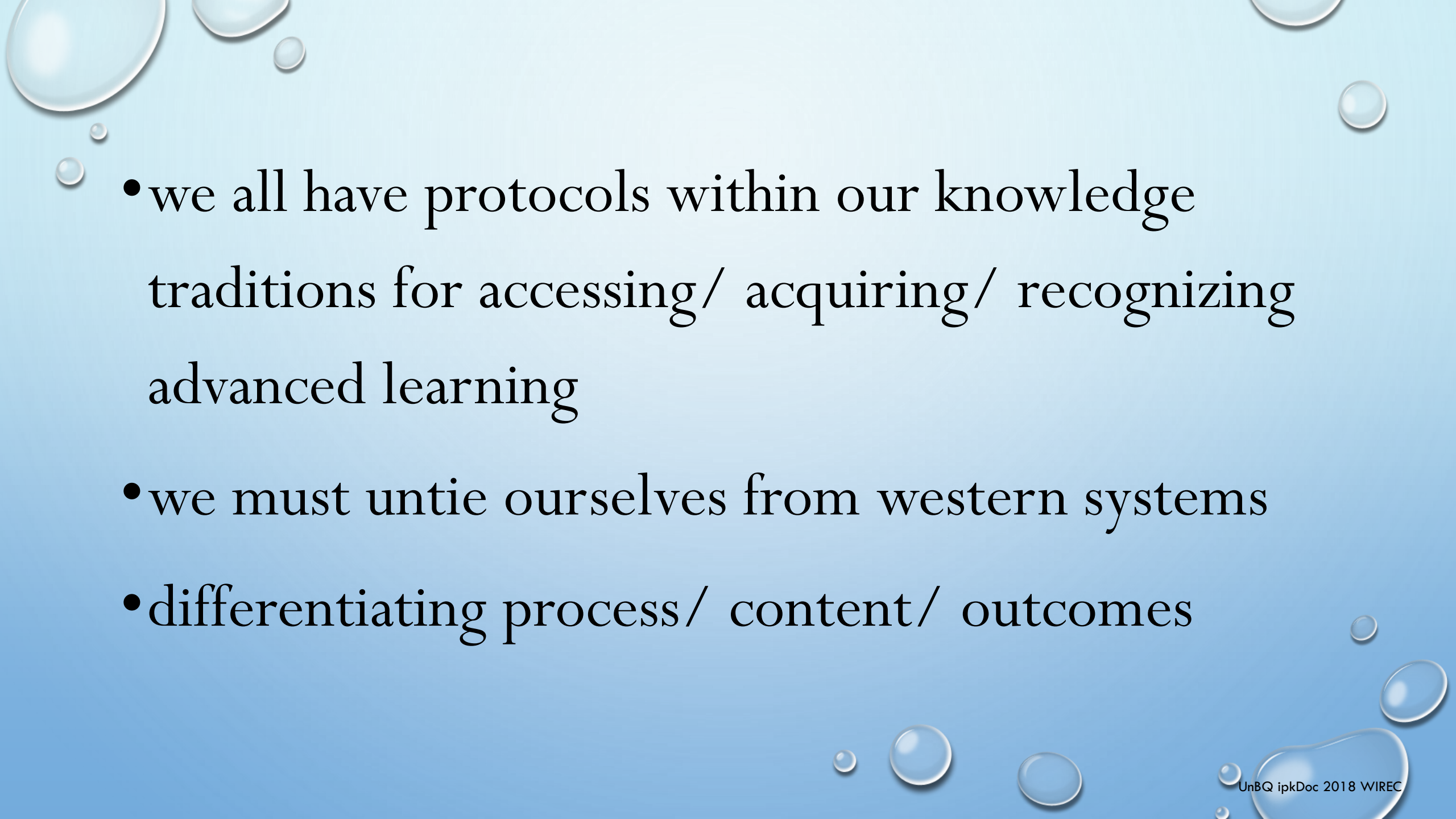
Reconciliation bridge construction

– expect delays



University nuhelot'ĩne thaiyots'ĩ nistameyimâkanak Blue Quills (UnBQ) Was the first indigenous-owned educational institution in Canada. We have been successfully and proudly owned and governed by seven first nations in Treaty Six Territory (northeastern Alberta) for almost 50 years. Honour our ancestral vision: position ourselves as a leader in education.

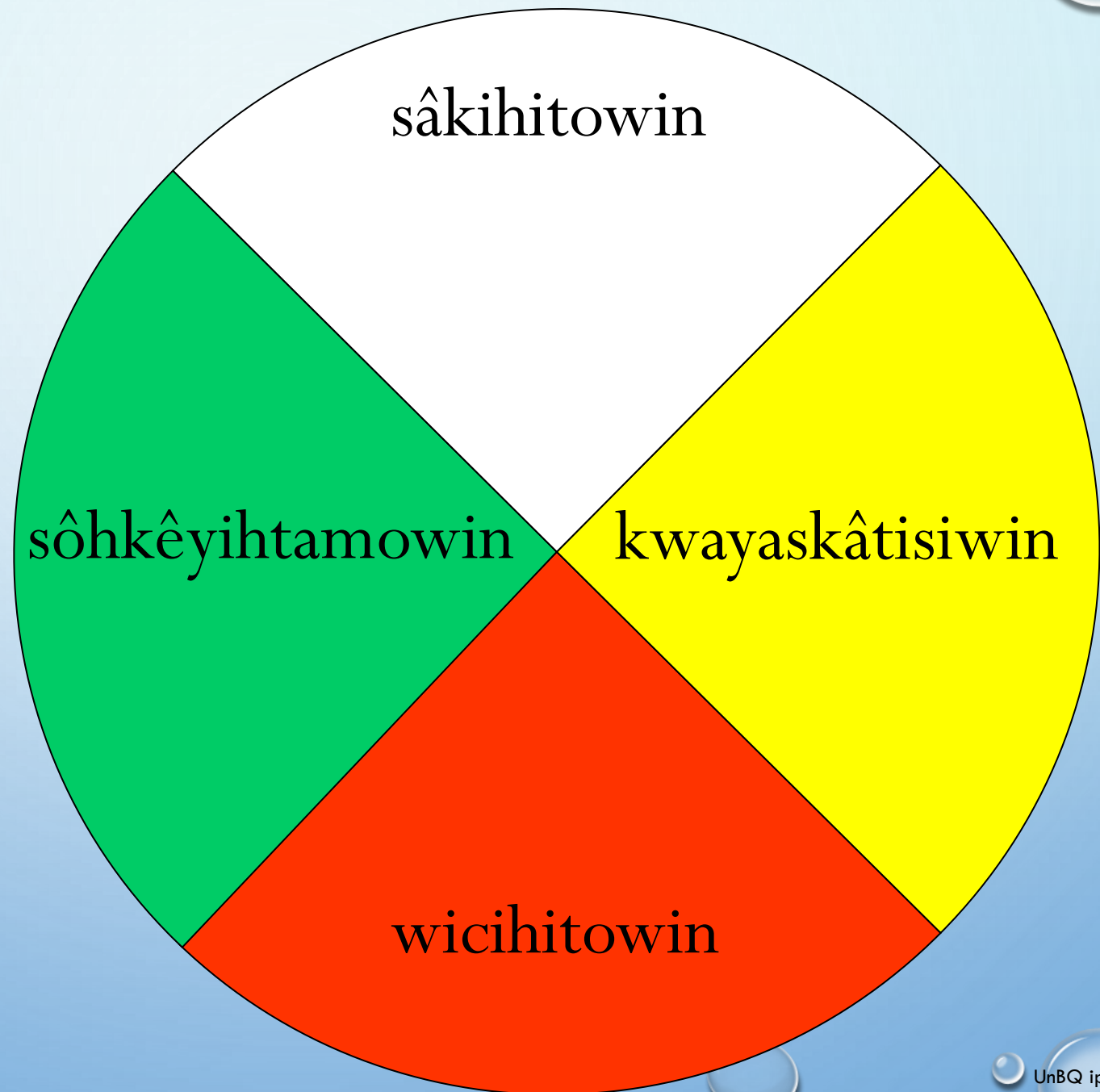
Indigenous languages and knowledges and learning environments open to learners of all cultures

- 
- we all have protocols within our knowledge traditions for accessing/ acquiring/ recognizing advanced learning
 - we must untie ourselves from western systems
 - differentiating process/ content/ outcomes

kecina

awina
niya

taniwa
niya





**iyiniw
wiyasiwewina**

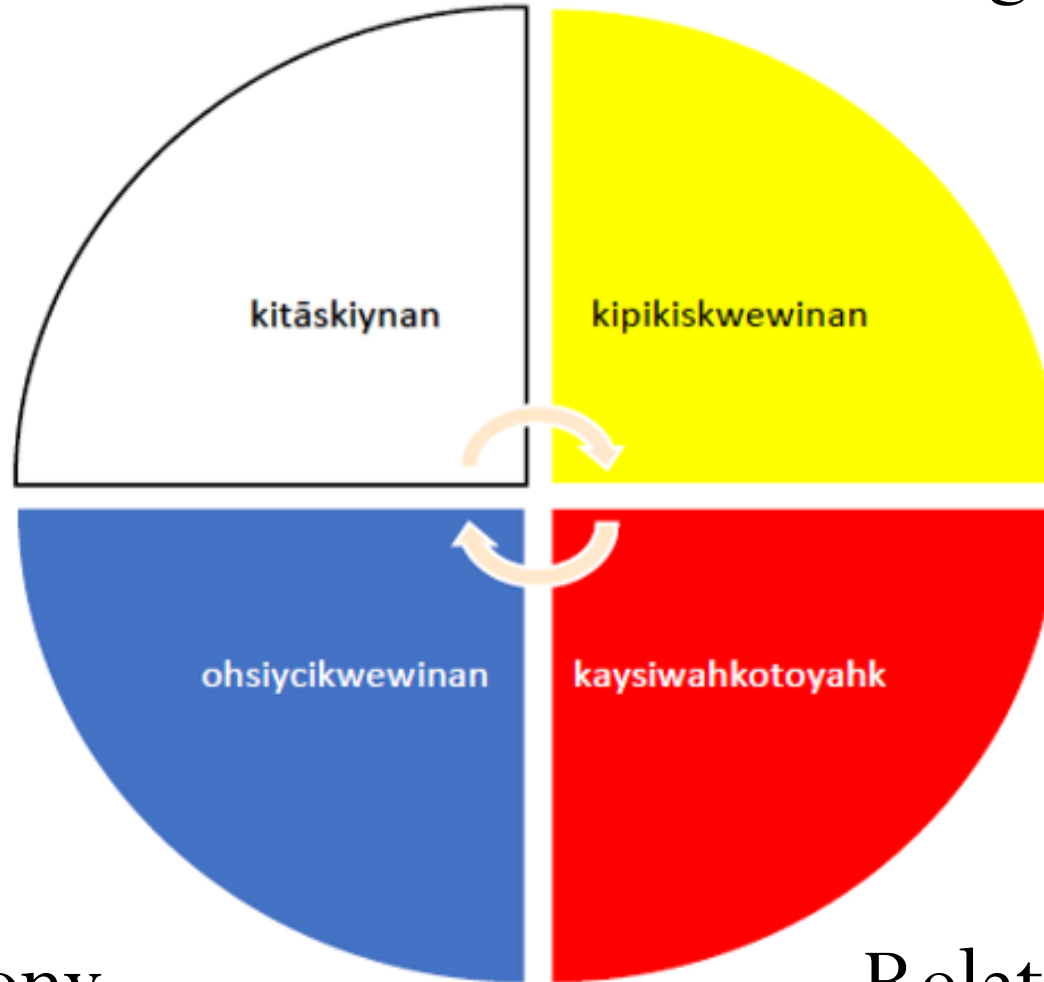
our laws

**iyiniw
isicikewina**

our lodges

Land

Language



Ceremony

Relationships

PROGRAM PHILOSOPHY

Our Ancestors teach us that we are whole, that we are complete, and that we believe in ourselves. We understand that the Creator sent us here individually and collectively, with a gift and a purpose, with a responsibility. This program is a statement of our belief in ourselves, in our Elders, in our communities, in our knowledge and ability to walk our own path through this world, equal to all others. We know that if we are to protect, preserve, and transmit our knowledge to the next seven generations as our Elders teach us, we must begin now to develop the models where the process of learning as well as the content grow from traditional knowledge.

PROGRAM OF STUDIES

iyis 600 kawi nehiyâwitan

iyis 610 post-coloniality

iyis 620 research methods

iyis 630 arts, science, creativity

iyis 640 land, healing, ceremony, ethics

iyis 650 international studies

iyis 660 mentorship

iyis 670 elective

iyis 690 proposal & ethics review

iyis 691 research

iyis 692 findings

iyis 693 offering

Outcomes matrix

	iyis 600	iyis 610	iyis 620	iyis 630	iyis 640	iyis 650	iyis 660	iyis 670
Knowledge								
Skills								
Attitude								
Insights								

UnBQ's Research Ethics Policy
Guides the research activities of
students, staff and others we may
collaborate with. Indigenous research
protocols and methodologies are
followed, and we subscribe to
internationally-recognized conventions
related to cultural and intellectual
property rights of indigenous peoples.



The academy has come to our
lands, and now it is time to
teach the academy how to be
in our lands.

Kanawāpahtamohk ohi kākīyaw wiyasiwewina

kinanāskomānaw kohtāwinaw ekwa kikāwīnaw

kananāskomonaw e-kīmikosīya ospwakan, wihkask ekwa cistemaw kikawīchikoyāhkik

Kananāskomonaw iyiniw mamitoneyicikan ekwa iyiniw pimātisiwin ehawikosīyahk ekwa ekoni
ohi kiskinohamākwewina: mamawokamātowin, wicīhitowin, tāpokeyihitamowin ekwa
sihtoskātowin

ekwa ohi tepakohp kiskinohamātokewina ka-kiskinowāpahtikosīyahk

kihew	sākihitowin
paskwāw mostos	kisteyitamowin
maskwa	sōhkeyitāmowin
mistāpew	kwayaskātisiwin
mahikan	pimameyimowin
amisk	kakehtaweyimowin
miskanāhk	tāpwewin

kīcayihitamāhkik ohi kākīsimopimātisiwin, miyohakīyawewin, mamitoneyihitamowin,
mosīhitāwin ka-mīyo pimātisinaw

ekwa ohi mīna kihciwiyasowewina:

sākihitowin, kwayaskātisiwin, sohkeyitāmowin, mahtāyitowin kitāpōkeyihitenaw ekwa
kitapacihitānaw

BLUE QUILLS FIRST NATIONS COLLEGE RESEARCH ETHICS POLICY

Note: This ethics policy is offered only as a notice. To fully comprehend the ethics environment, researchers must commit to relationships, ceremony, and protocol within the institution and community which will provide the interpretation. The academy has come to our lands, and now it is time to teach the academy how to be in our lands. Prior to submitting a research proposal, researchers will be required to engage in dialogue on research ethics with the Research Ethics Board and the Faculty to demonstrate their understanding of the natural laws and teachings which guide mīyo iyiniw pimātisiwin.

Approved by the Blue Quills Board of Governors: 2004

Revisions Approved: February 3, 2009

~~DISSERTATION DEFENSE~~ OFFERING TO CIRCLE OF WITNESSES

Elders

Ceremony Leaders

Knowledge Holders

Peers

Mentors

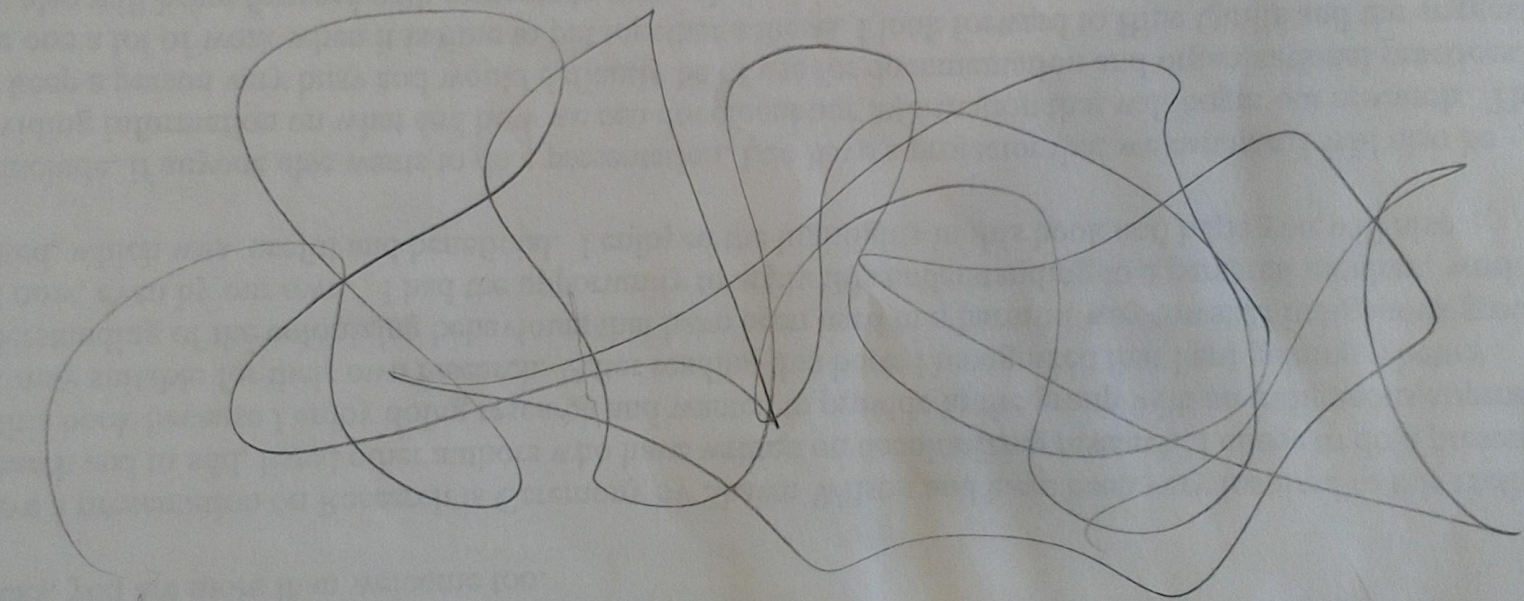
Scholars

Emerging Scholars

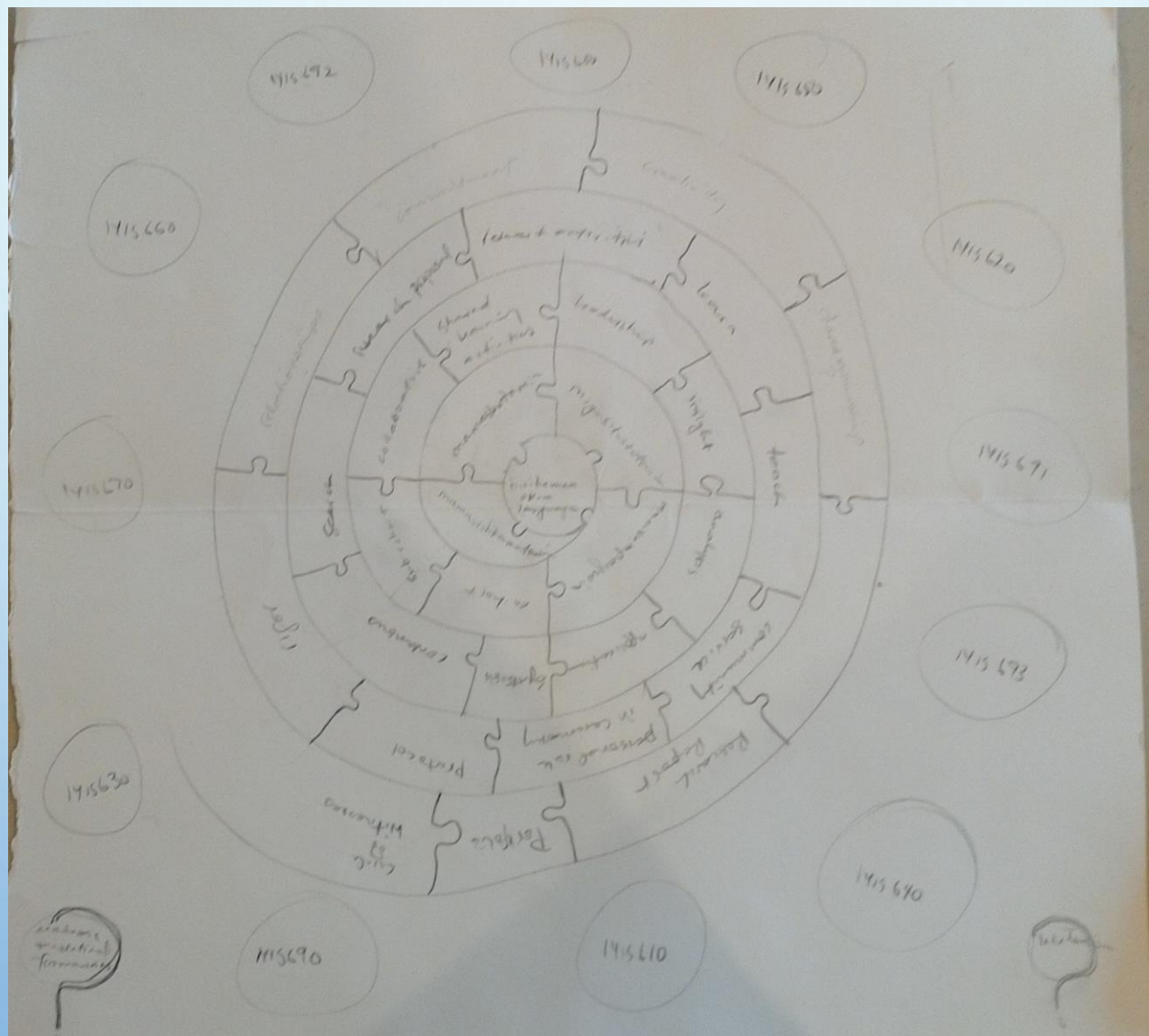
Next Generations



This is what the Doctoral Program Looks Like



600	610	620	630	640	650	660	670	690-1-2-3
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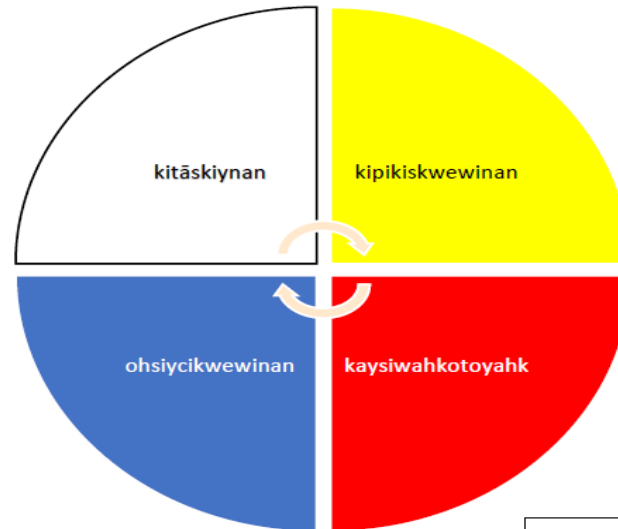
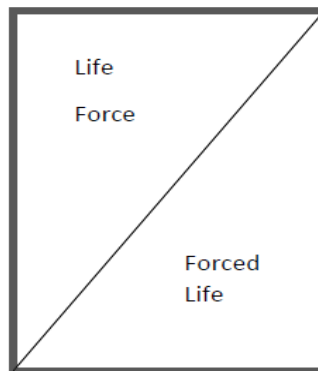
PRODUCT

- Course Development
- Project
- REP
- Research

Academic
CollaborativeIpk personal
Interconnected

PROCESS

- Cohort
- Subcohort
- Personal/Inter-related
- Collaborative

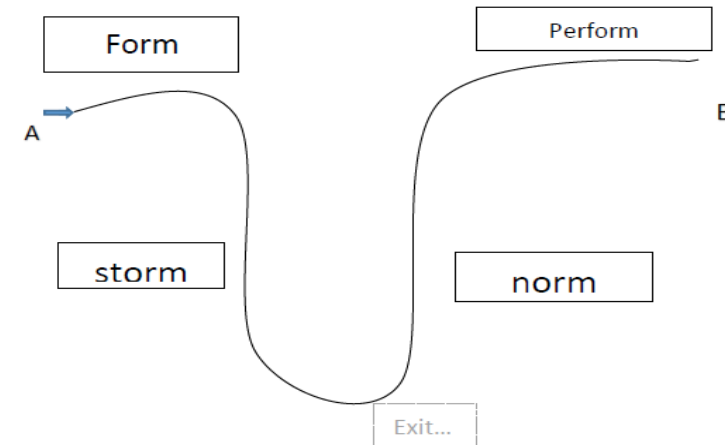


OFFERING

- Circle of Witnesses
- Elders
- Leaders
- Colleagues
- baby

CONTENT

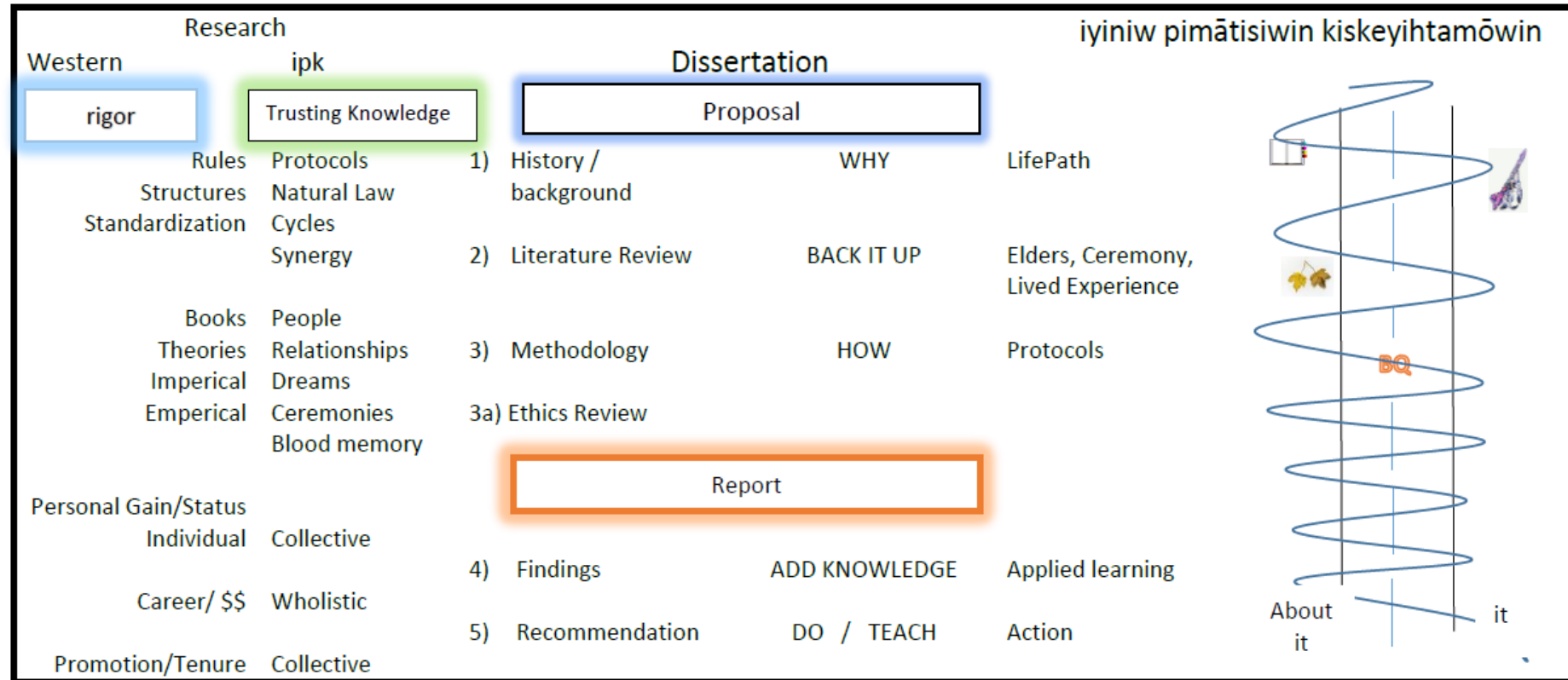
- Course
- Themes/Titles/Concepts



Summer Gathering
August 4-8, 2015

ipk doctorate

Manitou Lake, Saskatchewan



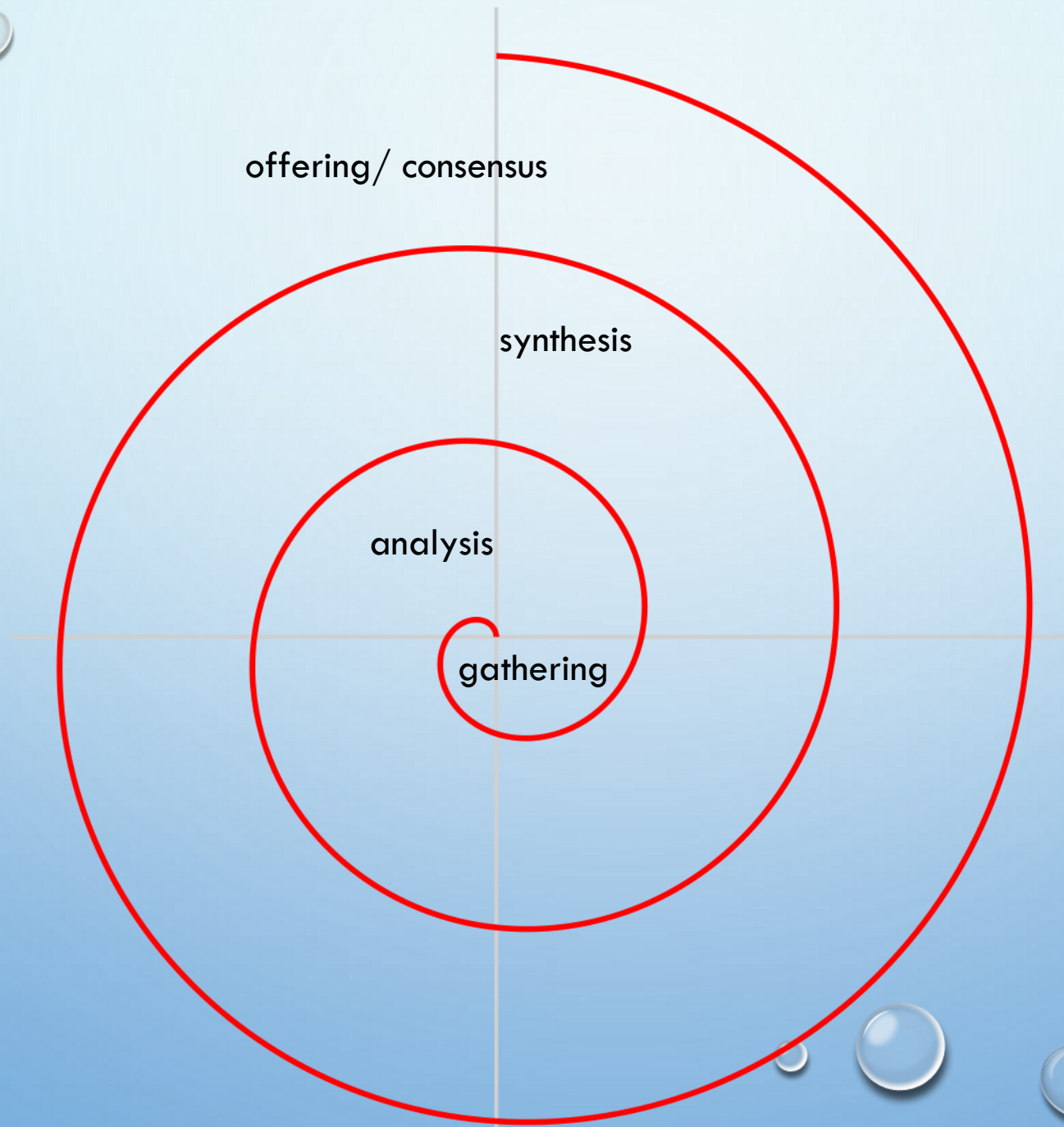
DRAFT RUBRIC

ipkDoc	Expectation /Responsibility	Action/ performance	<ul style="list-style-type: none"> Assessment/ Accountability namoya mamasis Self (awareness/ honesty/ integrity/ accountability) Peer Mentor
Language <ul style="list-style-type: none"> Learning Teaching 			
Ceremony <ul style="list-style-type: none"> Shared (at cohort meetings/ cultural camp) Personal journey/role 			
Mamawokamatowin <ul style="list-style-type: none"> Cohort Sub-cohort Self-study 	<ul style="list-style-type: none"> 100 days together Regional or topic 		
Courses/ portfolio <ul style="list-style-type: none"> Learning activities 			
Collaborative Research <ul style="list-style-type: none"> Proposal driven Lit Review Methodology Data gathering/analysis Report 			
Personal projects <ul style="list-style-type: none"> Research Course development/ delivery Workshops Advocacy Community contribution 			Peer teams of 4 – share your draft work for review /feedback prior to January cohort,

Narrative evidence of transformation - Transformation lives in that space between want and do, between intention and action.

Peer review teams: groups of 4, share your work with 3 others, invite feedback, offer feedback. Include me in the communications as a witness.

WHAT IS DOCTORAL WORK: MAMAWOKAMATOWIN/ LEARNING / ANALYSIS / SYNTHESIS / INSIGHT / MEANING / APPLICATION / CONTRIBUTION



Language

Health

Research

Wiwipison – baby swing

Waspison – baby moss-bag

Governance

Indigenous ~~psychology~~ knowing and healing

Decolonization – a family story

Learning on the land

Our beauty story

Healing through story

Plant Medicines

Healing across cultures

Protecting children

Parenting

NIAB/WINHEC Accreditation

Doctoral graduates offered
tenure track positions at
major public provincial
universities

Master's graduate hired by
provincial government



- Community contribution
- Personal transformation
- Peer assessment
- Enduring evidence of learning
- Insights, connections, philosophical, analysis, interpretation, meaning, application





OUR PEOPLE OUR KNOWLEDGE OUR WAY

Honours the teachings of our people and the elders — just as valid and equal to other forms of knowledge. We honour the people who hold the **old knowledge**

This is where we create the **incubator**, the **sanctuary** for the knowledge

When someone says the **rigor** isn't there or that it isn't equal — I say no, this is harder to walk with because this has the **commitments** to the people, the nation



- It feels like **home**, you are accepted and encouraged, like a **shelter** in a storm of western civilization
- Our knowledge is **mountainous**
- Like going back to the **womb**, it is so **safe** and **nurturing**. Out there is so cold and so painful in that other world.
- I believe in our **sovereignty**
- We get into **deep conversations**. We do **cool things** and have **grand ideas**.

Learning from the **trees** and our **ancestors** and our elders, there is also a lot of **humility** in it. These teachings bring us **home**.

There is a lot of **freedom** but a lot of personal **accountability**

Our **strength** is our students, our ancestors, our connections between the generations, the worlds,

We stand as the **connection** between **generations**, between our ancestors and the next generations





WE NEED OUR SCHOLARSTO COME HOME TO HELP GROW OUR OWN INSTITUTIONS

- we need to grow our ranks in post-secondary in our own institutions the way we invested in the last 50 years in our schools and teachers.
- we need to teach our teachers what we want our children to know.
- we need to teach the ones that teach our teachers.





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