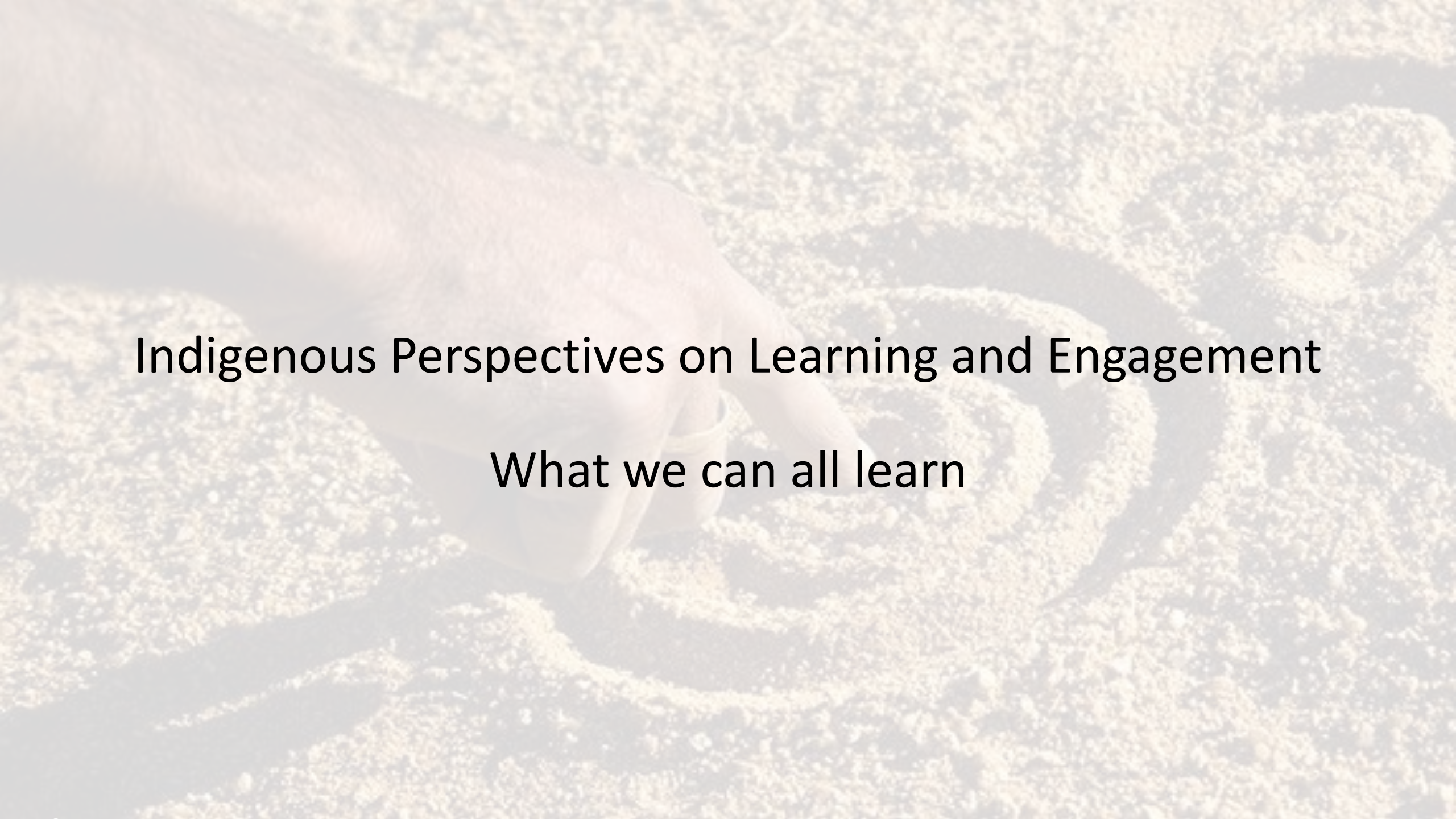


A close-up photograph of a hand with a gold ring on the ring finger, drawing a spiral pattern in the sand. The background is a soft-focus view of the sand dunes.

Indigenous Perspectives on Learning and Engagement

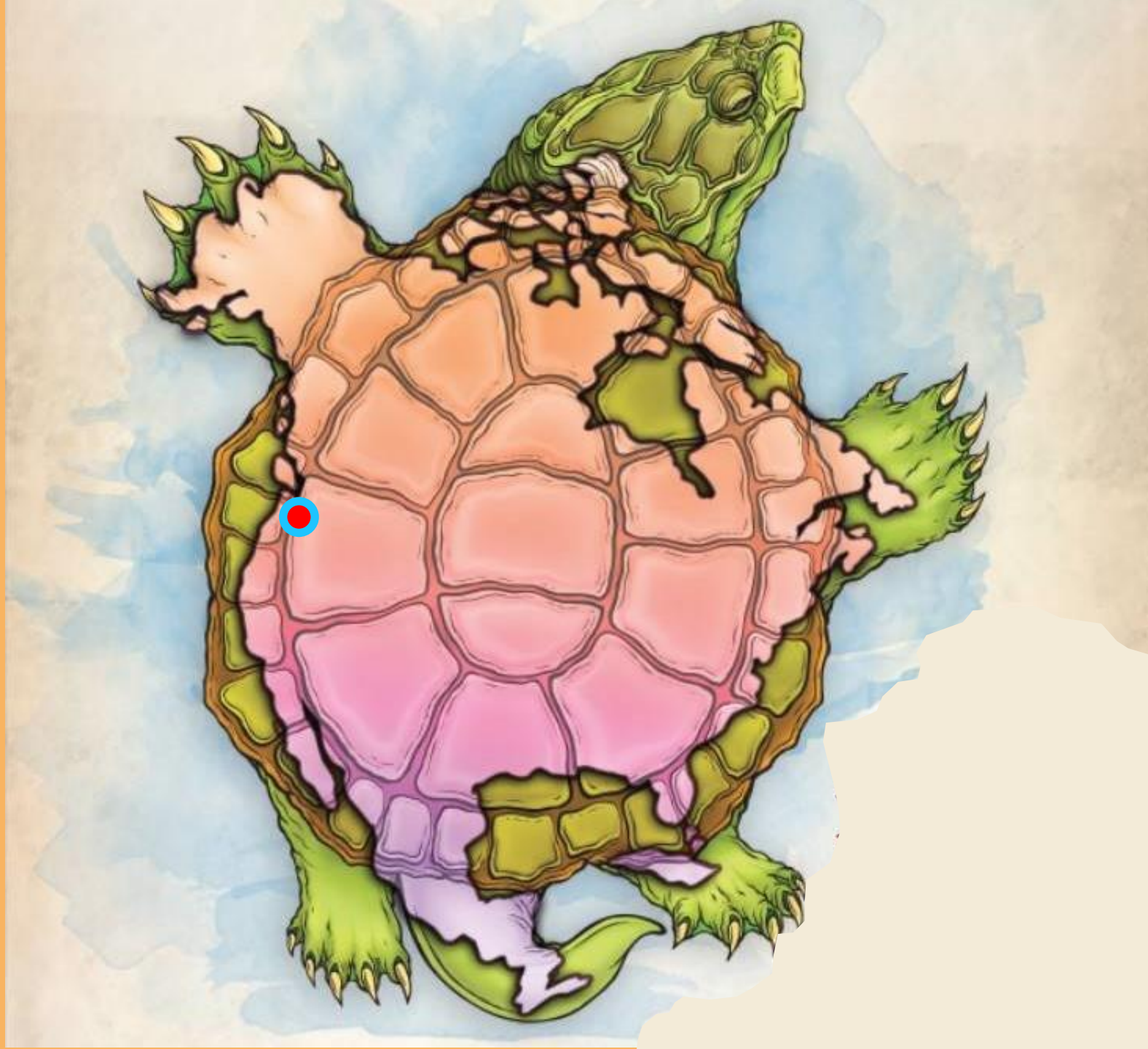
What we can all learn

Land Acknowledgement

spuyaləpabš (Puyallup)

Turtle Island

www.native-lands.ca

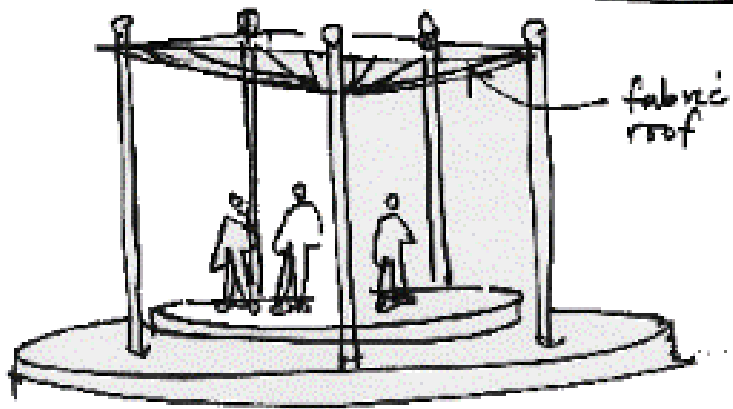
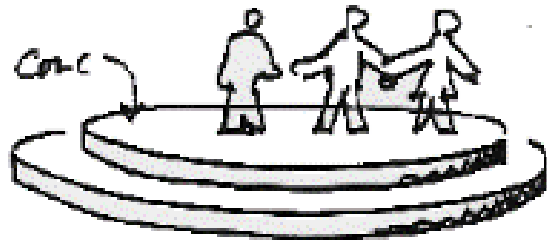




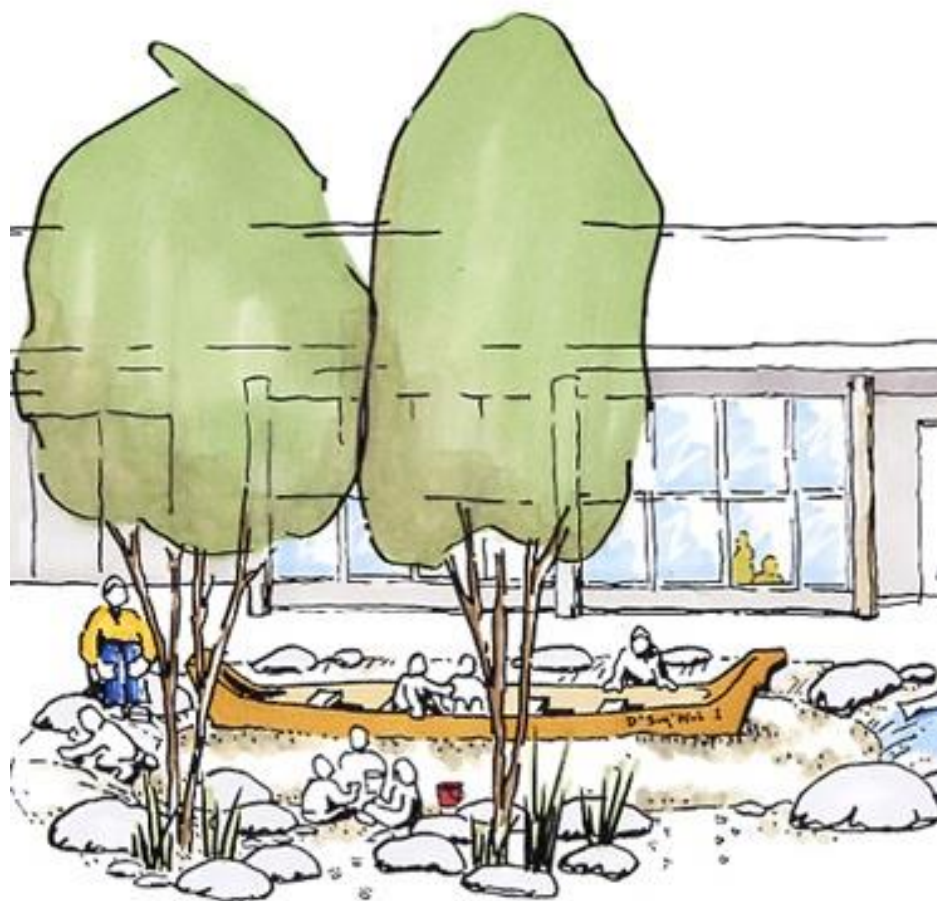
Suzanne Donaldson Bald Eagle Woman

Cultural Engagement Consultant
Project Management Support
Film/TV Cultural Consultant
Qualitative Research
Strategic Advisor

LEARNING FROM ELDERS
&
LEARNING FROM PEERS



Kas Kinhead



Kas Kinkead

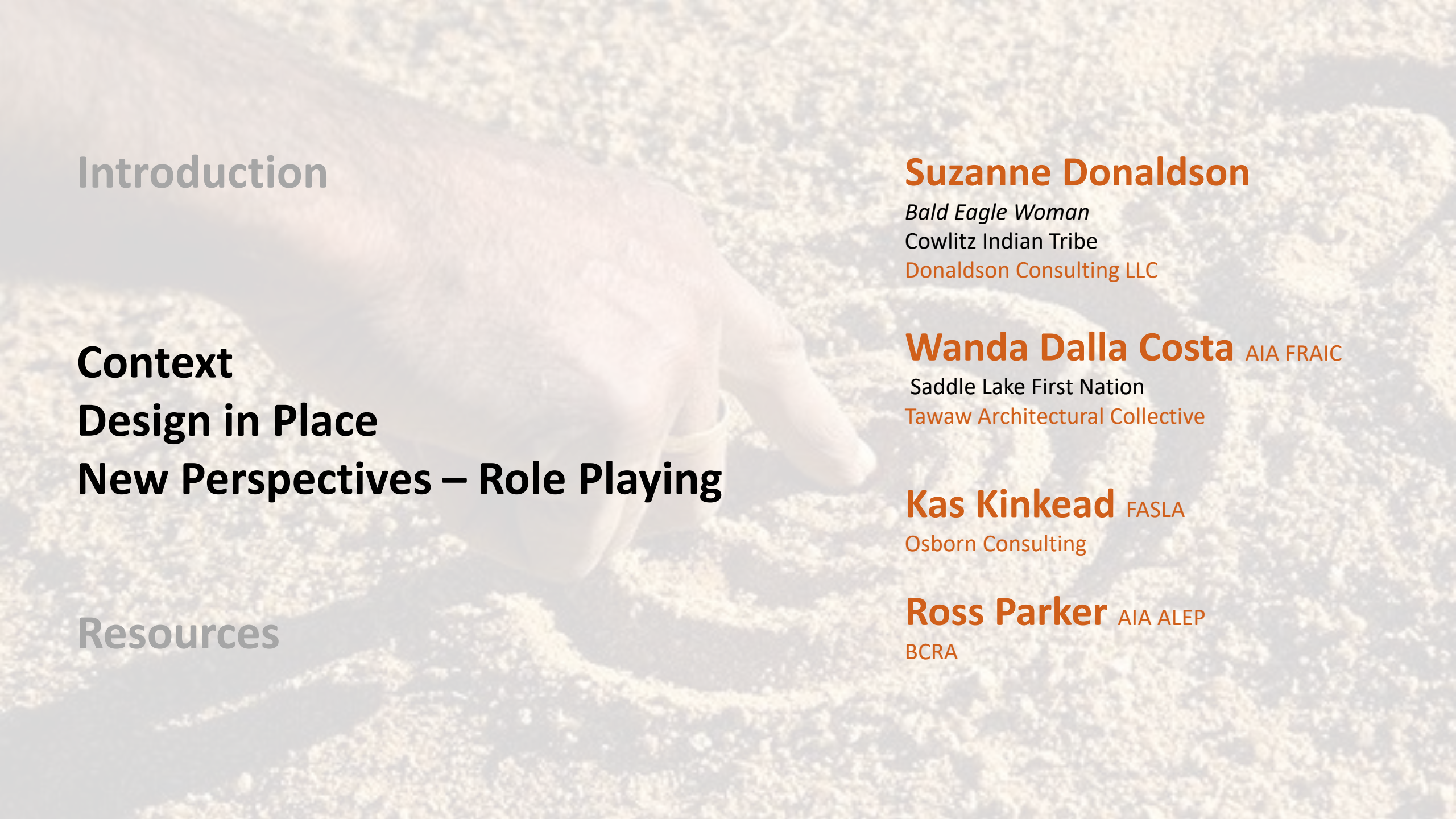


Wanda Dalla Costa, AIA,
FRAIC, LEED A.P.

- Architect (www.tawarc.com)
- Institute Professor (ASU)
- Director, Indigenous Design Collaborative (ASU)



Ross Parker

A close-up photograph of a hand with a gold ring on the ring finger, drawing a map in the sand. The map shows a coastline with several islands and a bay. The background is a soft-focus view of the sand and the hand's movement.

Introduction

Context

Design in Place

New Perspectives – Role Playing

Resources

Suzanne Donaldson

Bald Eagle Woman

Cowlitz Indian Tribe

Donaldson Consulting LLC

Wanda Dalla Costa AIA FRAIC

Saddle Lake First Nation

Tawaw Architectural Collective

Kas Kinhead FASLA

Osborn Consulting

Ross Parker AIA ALEP

BCRA

Learning Objectives:

1. Develop greater awareness of **Indigenous perspectives** on relationships, time, place, and our role in the natural environment.
2. Learn how the **Indigenous cultural and educational practices** can help us develop and improve collaborative, evidence-based, and physically and culturally contextual design processes and outcomes.
3. Learn how to use specific **tools and activities** to incorporate Indigenous perspectives and practices into the planning and design of learning environments.
4. Learn how we can design and build learning environments to support **best learning practices outdoors** - in addition to or instead of the now-traditional indoor environments.

Goals:

Two-eyed seeing: Indigenous & Western

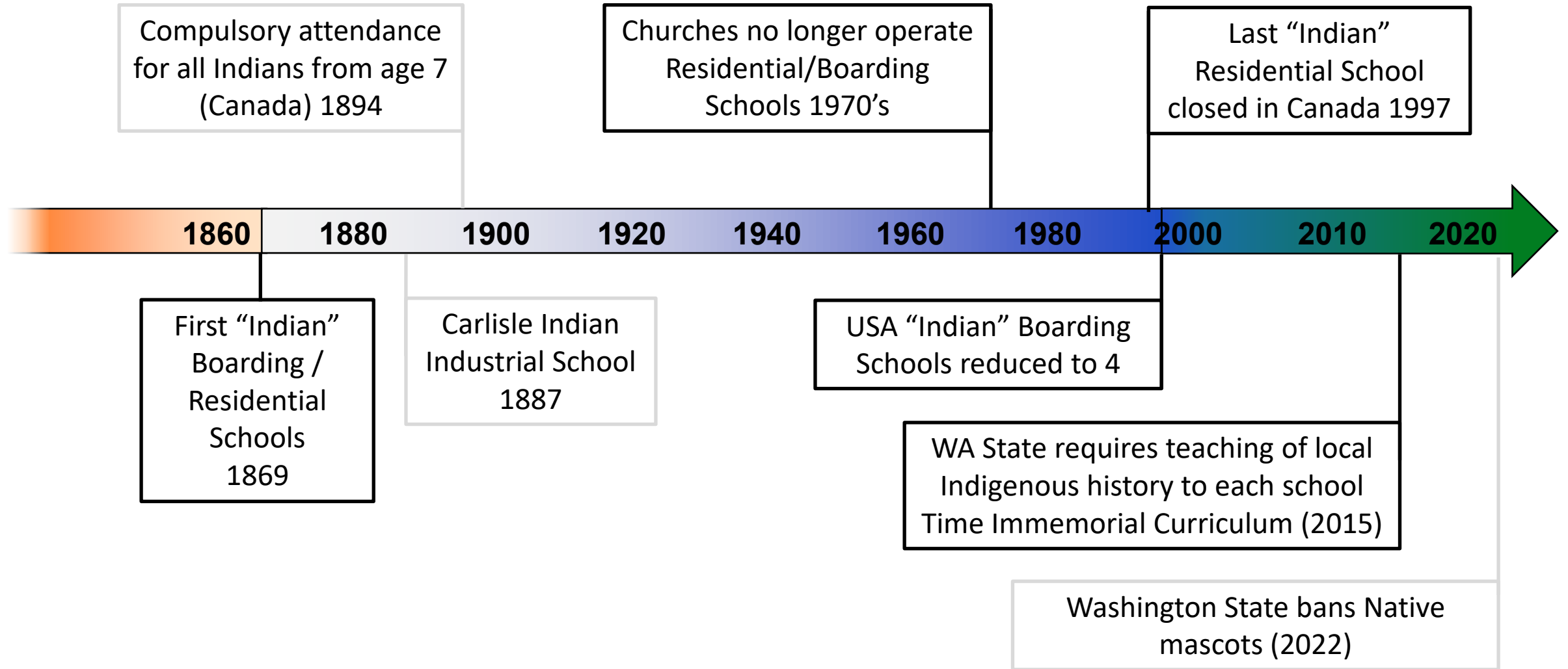
The right questions: Listen

Engage: Stakeholders through new perspectives.

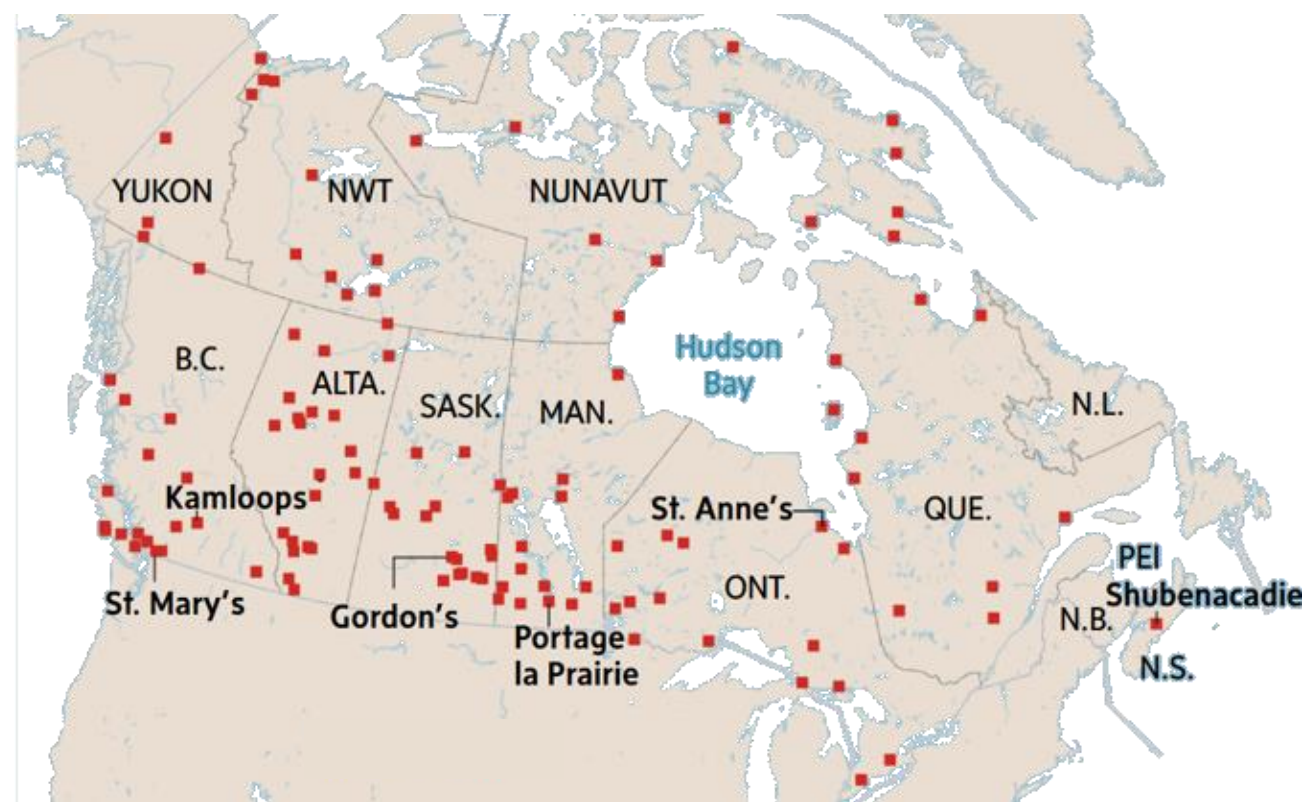
Local Indigenous Communities

Indigenous consultants, designers, builders and artists
– effectively and with authenticity.

Residential / Boarding Schools Timeline



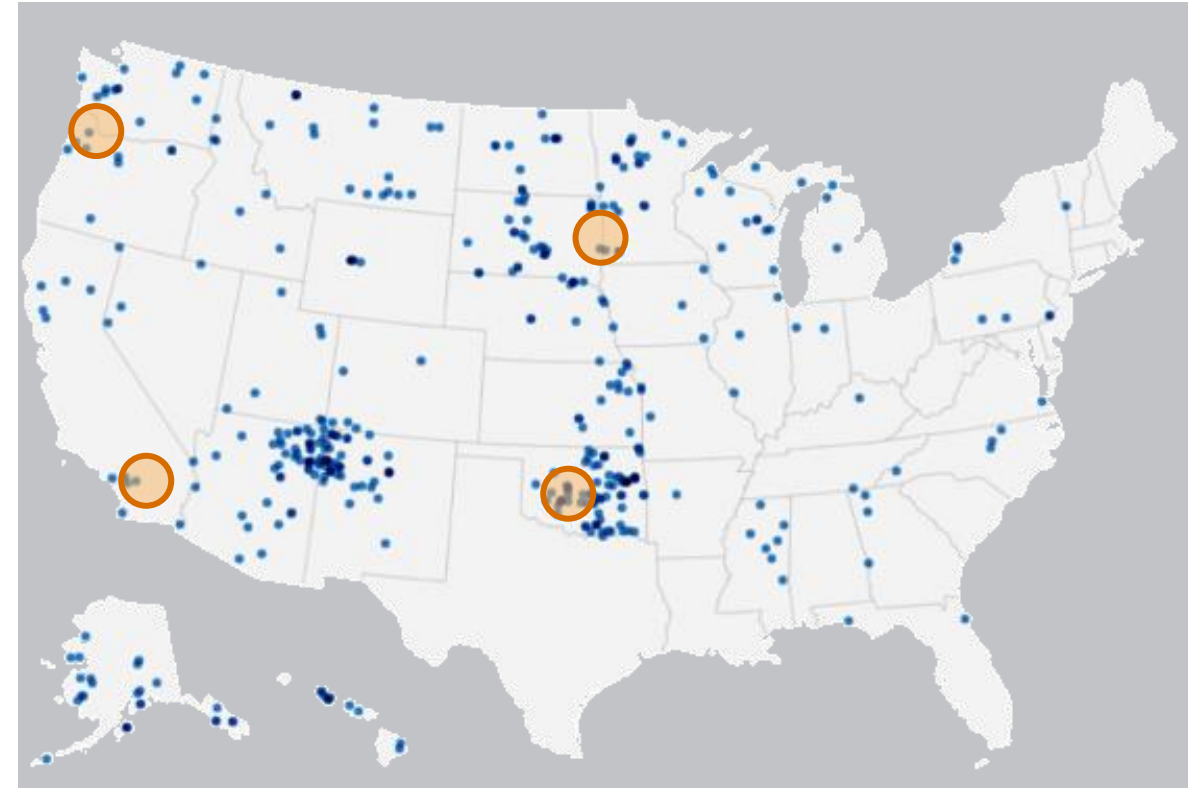
Residential / Boarding Schools



130+ in Canada

Chemawa
Indian School

Flandreau
Indian School



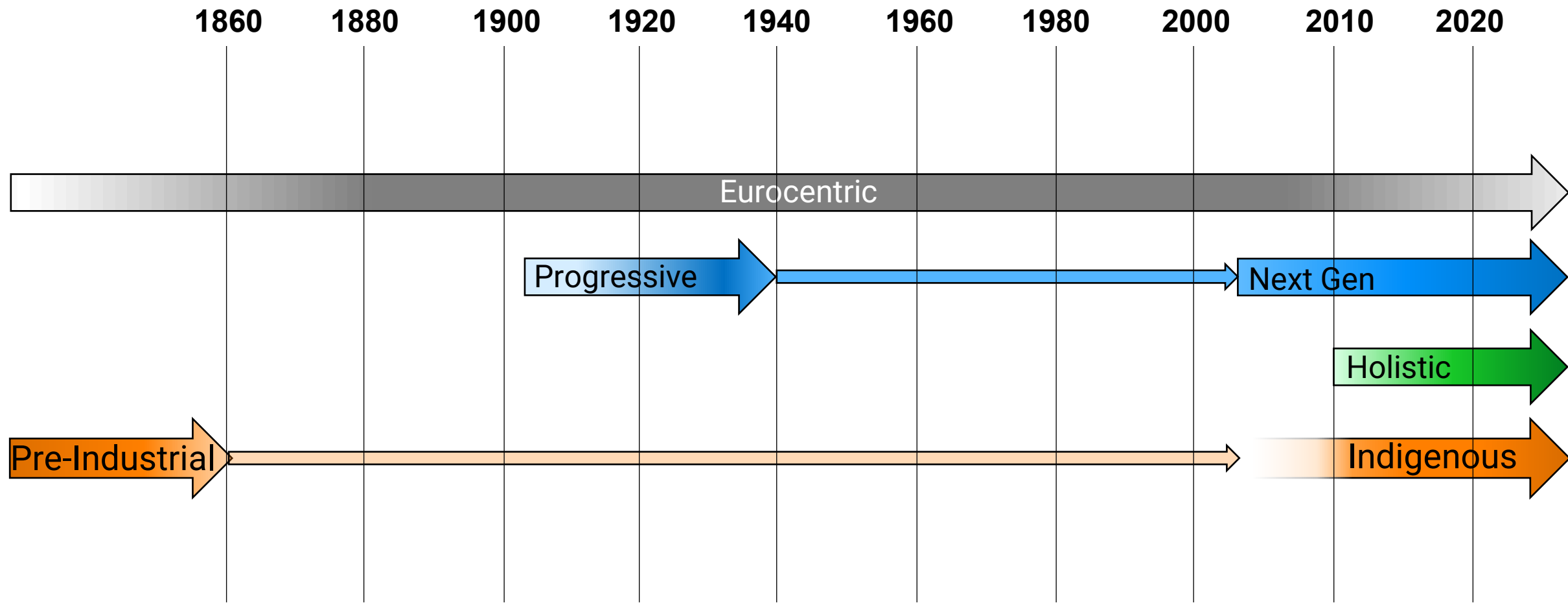
Data: BIA; Map: Jared Whalen/Axios

Sherman
Indian School

Riverside
Indian School

526+ in USA

Educational Models Timeline



Pre-Industrial + Indigenous

(since time
immemorial)

Skills based
Collaboration
Communication
Creativity
Critical Thinking
Integrated
Community/Citizenship
Experiential
Natural Connections
Culture





Eurocentric



**Knowledge Based
Rote Learning
Separate Disciplines**





Eurocentric

**Knowledge Based
Rote Learning
Separate Disciplines**

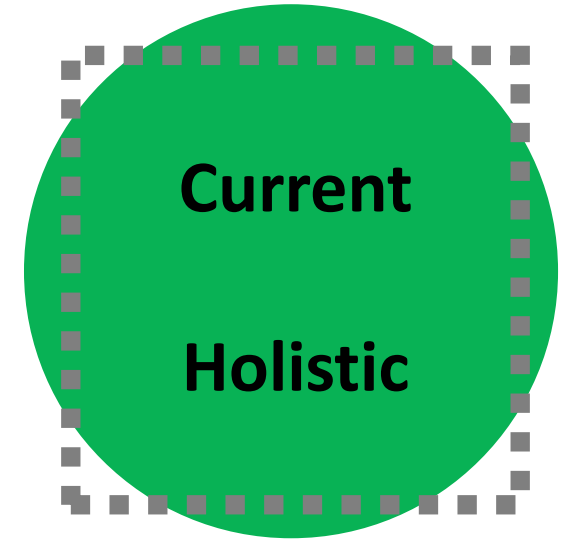




Progressive + 21st century

Skills based
Collaboration
Communication
Creativity
Critical Thinking
Integrated
Community/Citizenship
Experiential





Skills based
Collaboration
Communication
Creativity
Critical Thinking
Integrated
Community/Citizenship
Experiential
Natural Connections
Culture

**Indigenous +
Pre-Industrial**

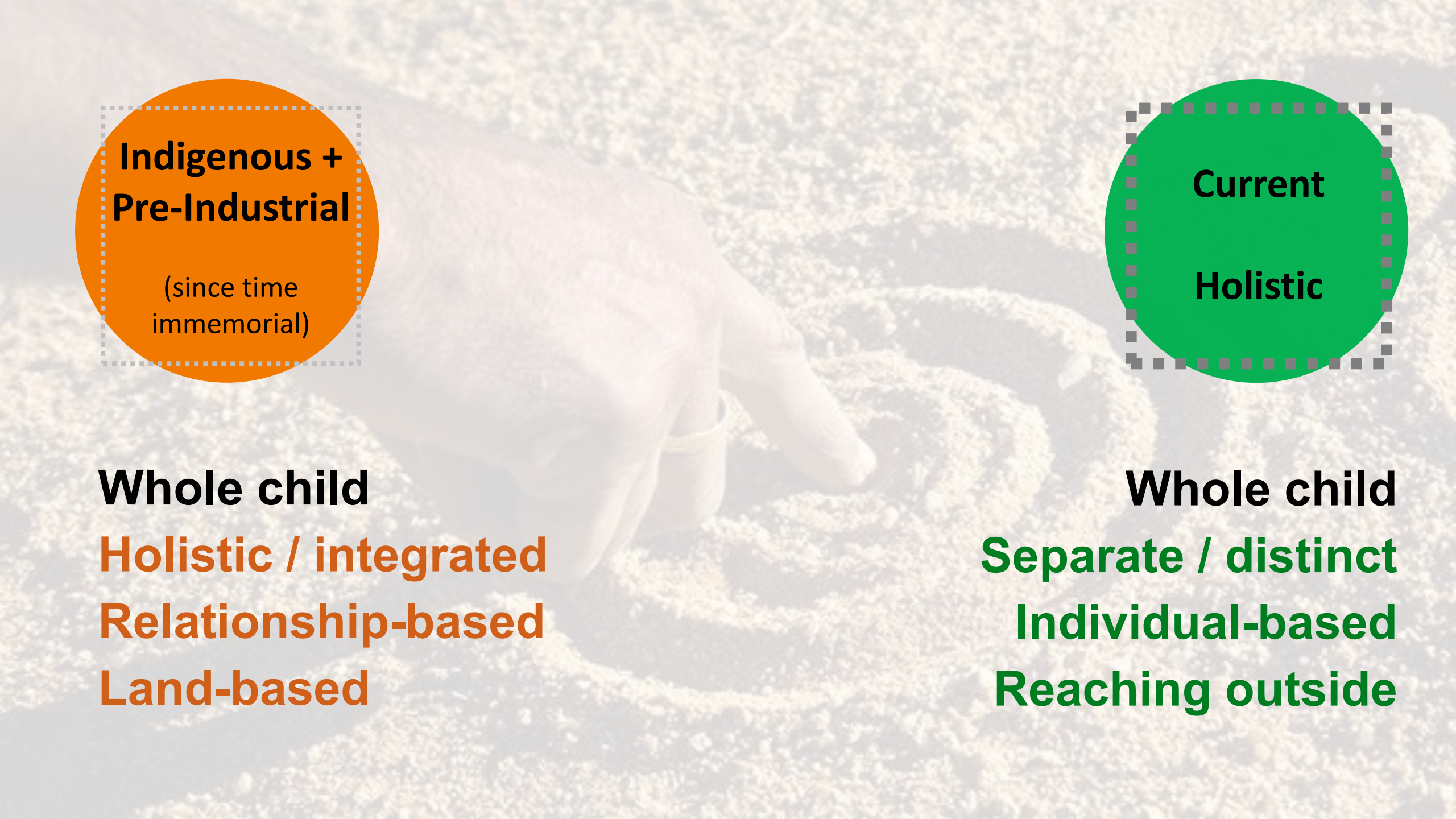
(since time
immemorial)

**Skills based
Collaboration
Communication
Creativity
Critical Thinking**

**Integrated
Community/Citizenship
Experiential
Natural Connections
Culture**

Current

Holistic

A background image of a hand with a gold ring on the ring finger, drawing a spiral in the sand. The hand is positioned in the center-left of the frame, with the index finger pointing towards the bottom right. The sand is light-colored and textured.

**Indigenous +
Pre-Industrial**

(since time
immemorial)

Whole child

Holistic / integrated
Relationship-based
Land-based

Current

Holistic

Whole child

Separate / distinct
Individual-based
Reaching outside

Two-Eyed Seeing

‘the gift of multiple perspectives’

to learning to see from one eye with the *strengths* of Indigenous knowledges and ways of knowing, and from the other eye with the *strengths* of Western knowledges and ways of knowing, and to using both these eyes together, for the benefit of all.

Elder Albert Marshal (Moose Clan of the Mi'kmaw Nation, Eskasoni First Nation)

Indigenous PlaceKeeping Framework™

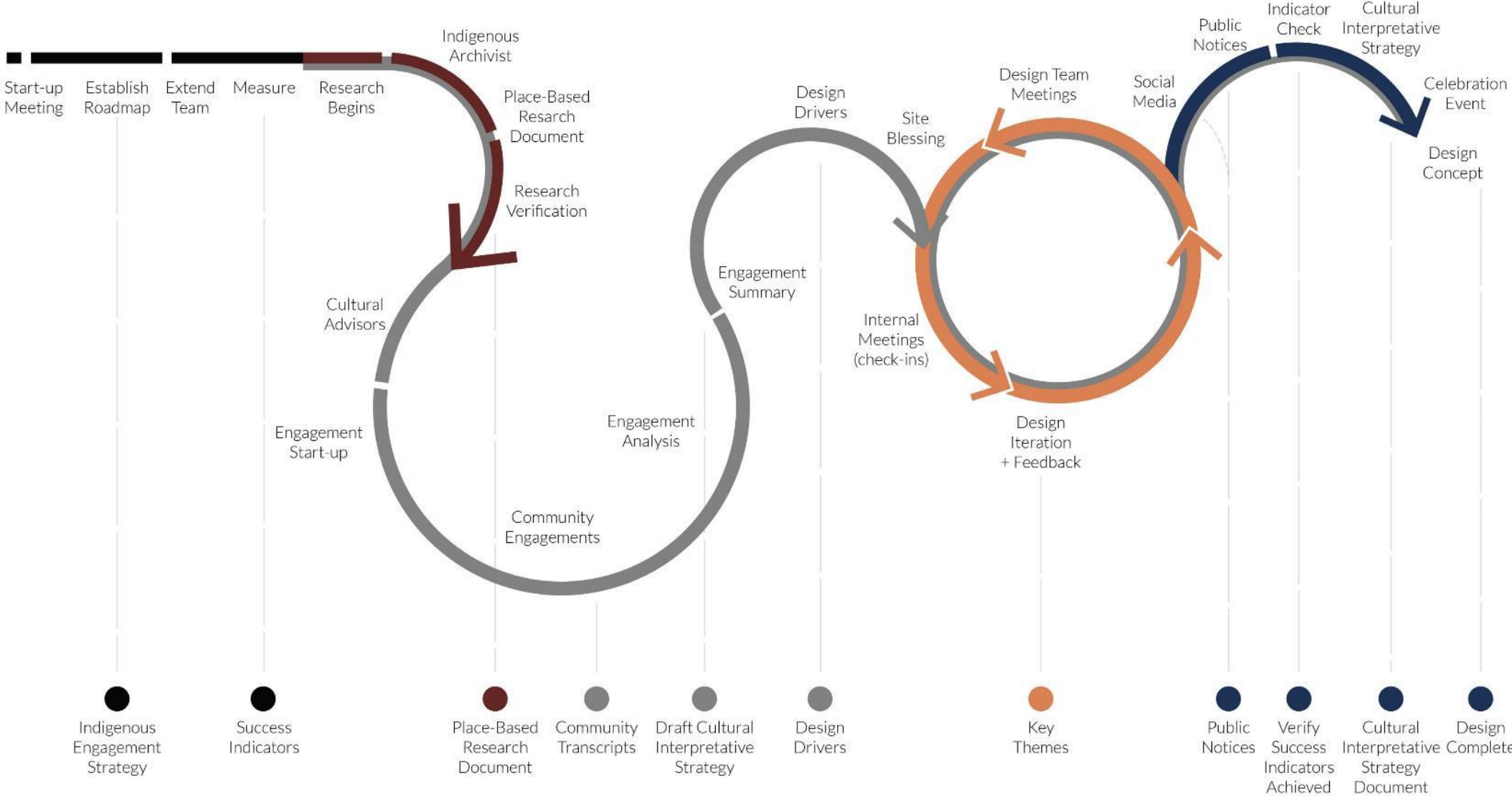


Phases

Indigenized Start-up | Place-Based Research | Engagement | Co-Design | Storytelling

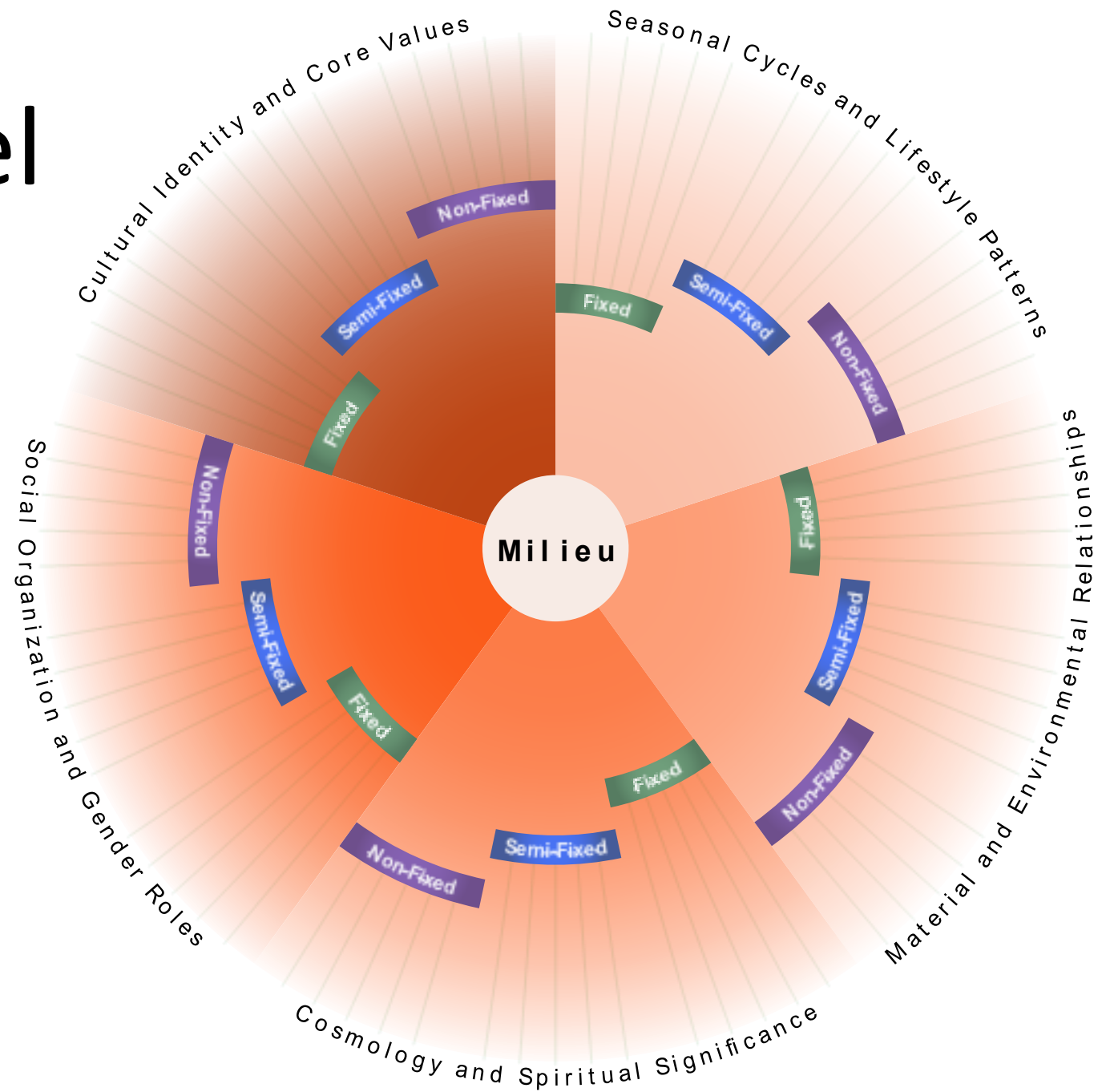
Public Participation

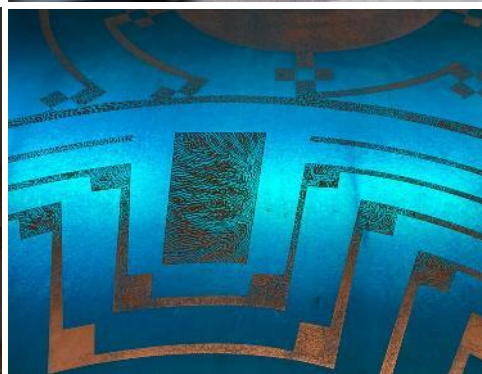
Deliverables

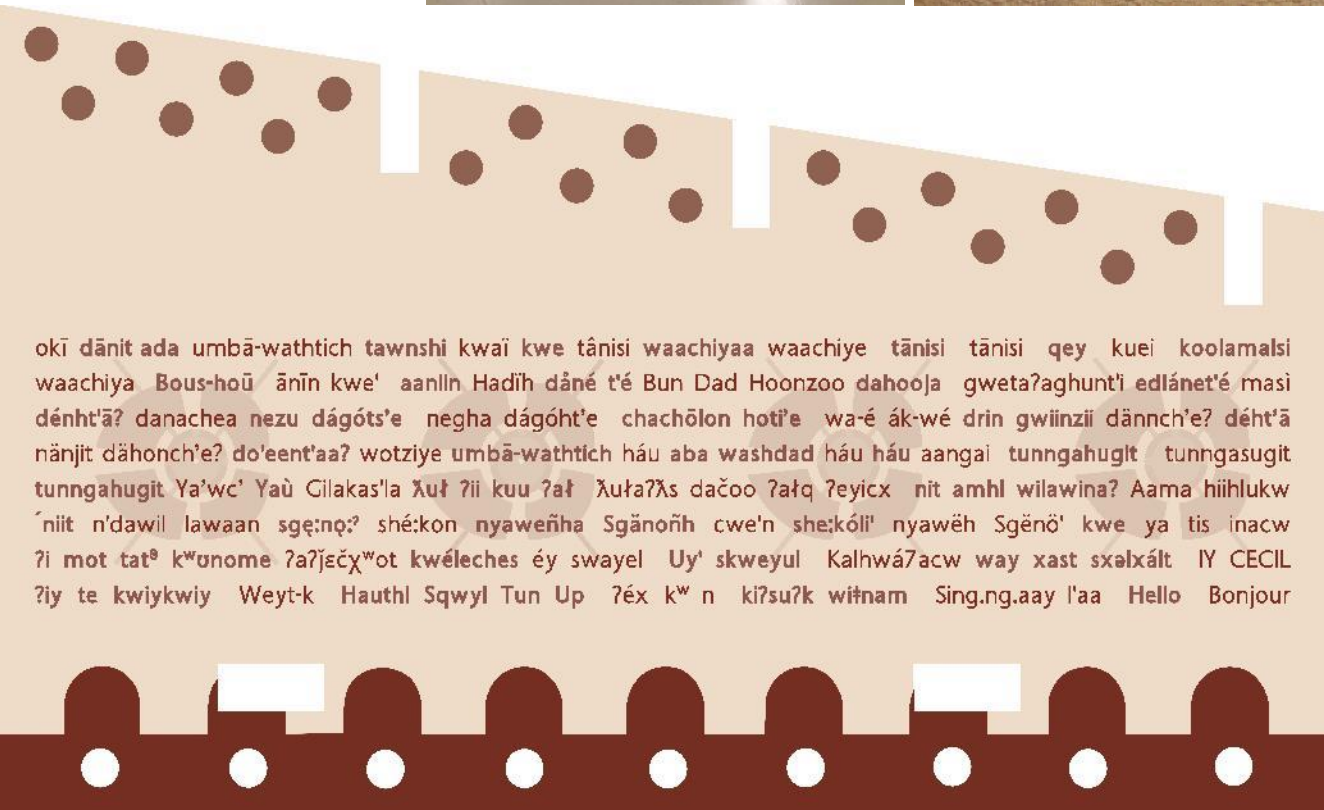


Indigenous Model of Design

- Cosmology and Spirituality
- Community and Identity
- Land and Nature Relationships
- Narrative and Storytelling
- Process and Protocol (Ethical Design)



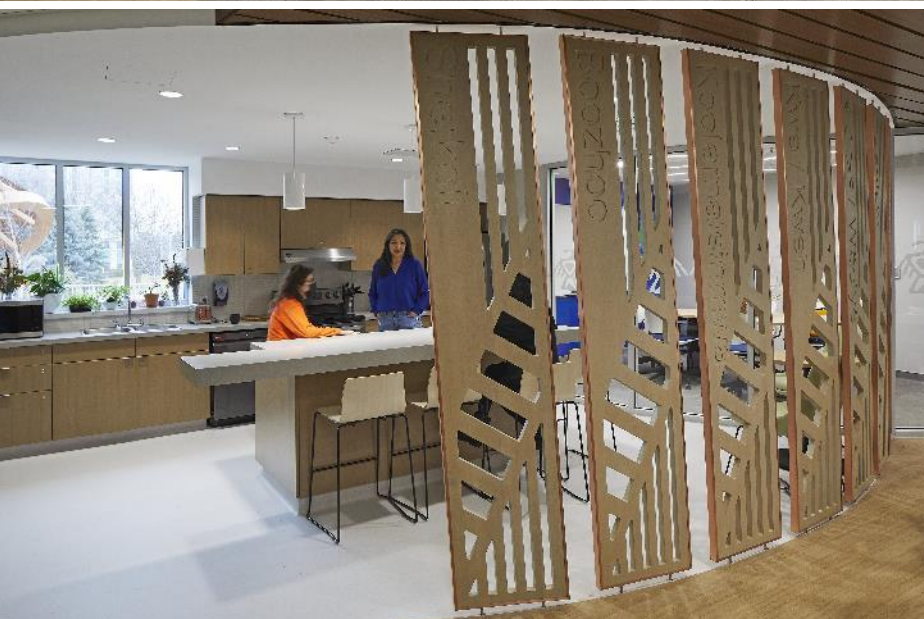




okī dānit ada umbā-wathtich tawnshi kwaī kwe tānisi waachiyaa waachiye tānisi tānisi qey kwei koolamalsi
 waachiya Bous-hoū ānīn kwe' aanlīn Hadīh dāné t'ē Bun Dad Hoonzoo dahooja gweta?aghunt'i edlānet'ē masi
 dént'ā? danachea nezu dāgōts'e negha dāgōht'e chachōlon hoti'e wa-é āk-wé drin gwiinzii dānnch'e? déht'ā
 nānjit dāhonch'e? do'eent'aa? wotziye umbā-wathtich hāu aba washdad hāu hāu aangai tunngahugit tunngasugit
 tunngahugit Ya'wc' Yaū Gilakas'la Xuł?ii kuu?ał? Xuła?łs dačoo?ałq?eyicx nit amhl wilawina? Aama hiihlukw
 'niit n'dawil lawaan sgē:nq? shé:kon nyaweñha Sgānoñh cwe'n she:kóli' nyawēh Sgēnō' kwe ya tis inacw
 ?i mot tat° k*unome ?a?jēčx*ot kwéleches éy swayel Uy' skweyul Kalhwá7acw way xast sxəlχált IY CECIL
 ?iy te kwiwkwi Weyt-k Hauthl Sqwyl Tun Up ?éx k* n ki?su?k wiñnam Sing.ng.aay l'aa Hello Bonjour



Niitsitapi Learning
Center, Calgary, AB

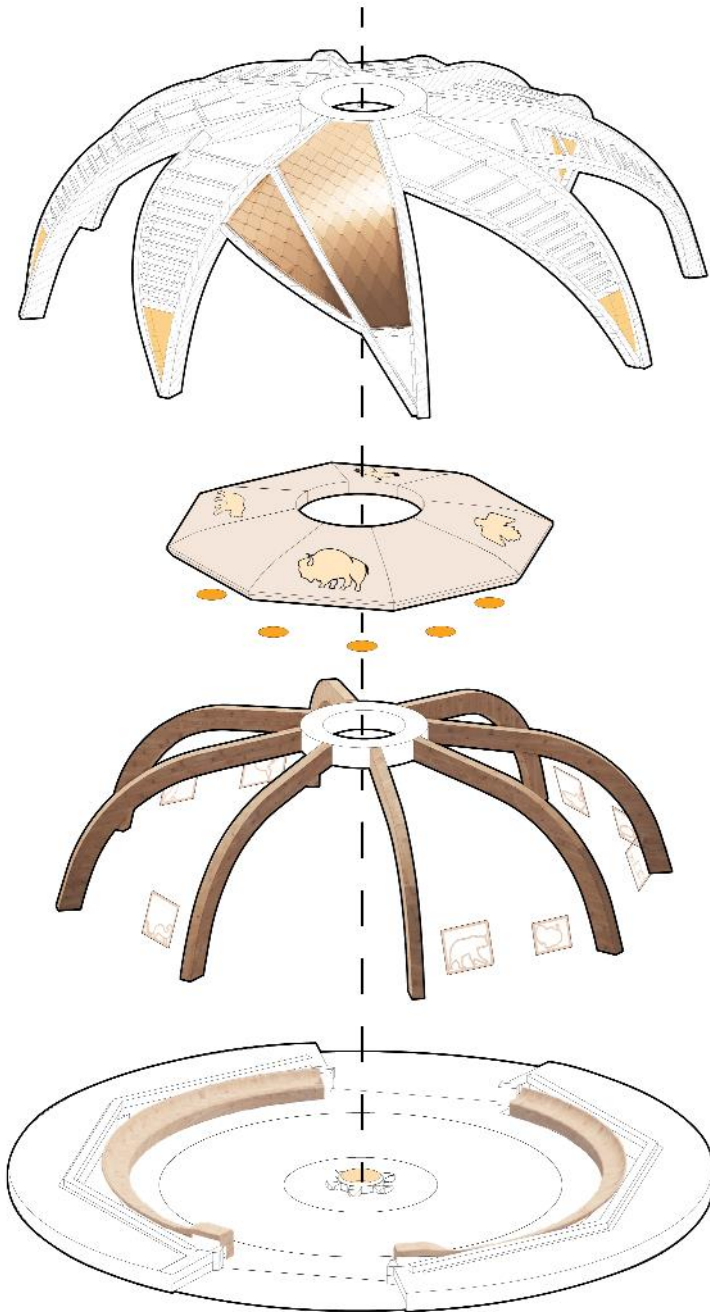


Western University
Indigenous Student
Centre, London, ON



Lambton College,
Indigenous Outdoor
Space, Sarnia, ON

Cultural Layers



- Seven Grandfather Teachings
- Copper Petal
- Cardinal Constellations
- Moon Ring
- Ten Clan Representation
- Ceremonial Fire Pit

Traditional Knowledge:

handed down, based on stories and experiences of a people through time



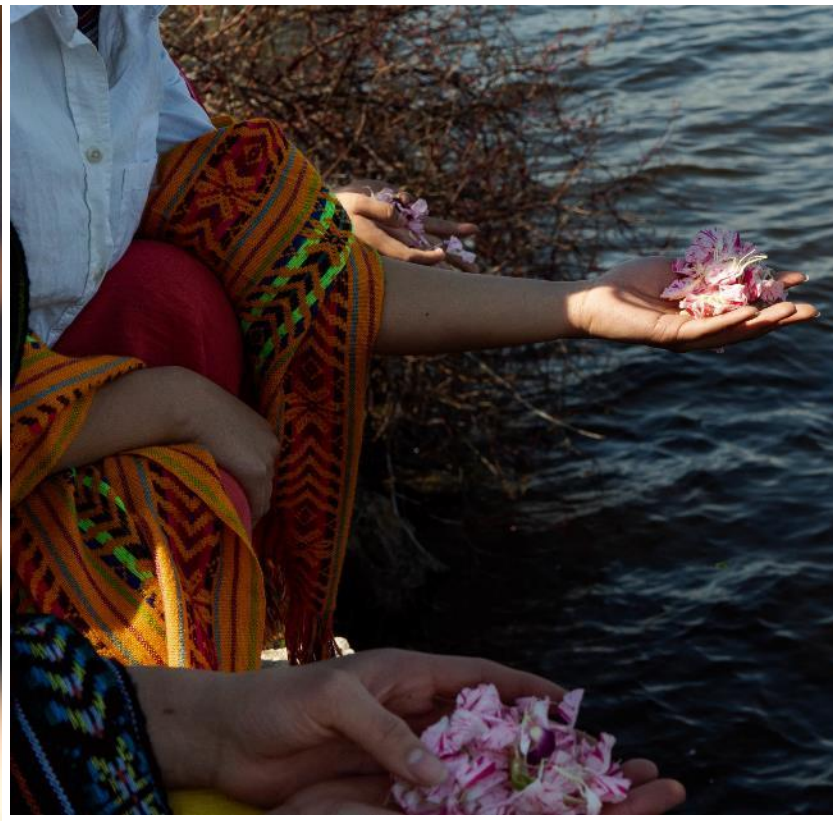
Empirical Knowledge:

gained through careful observation and practice over time



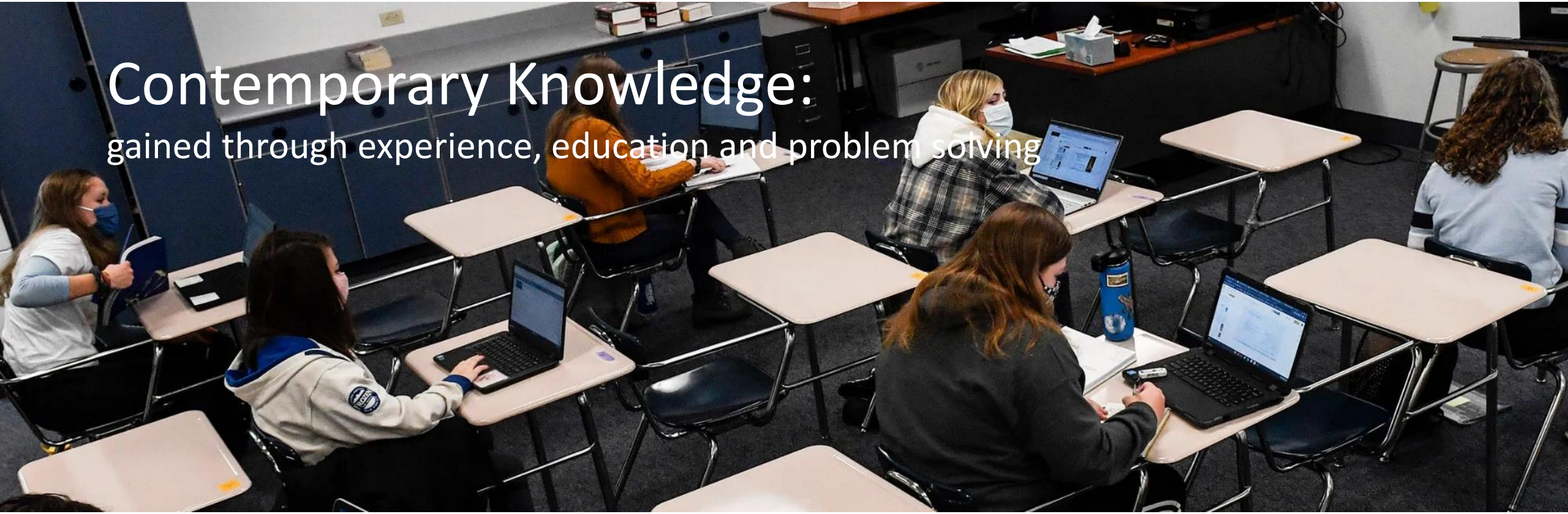
Revealed Knowledge:

gained through vision, ritual and ceremony

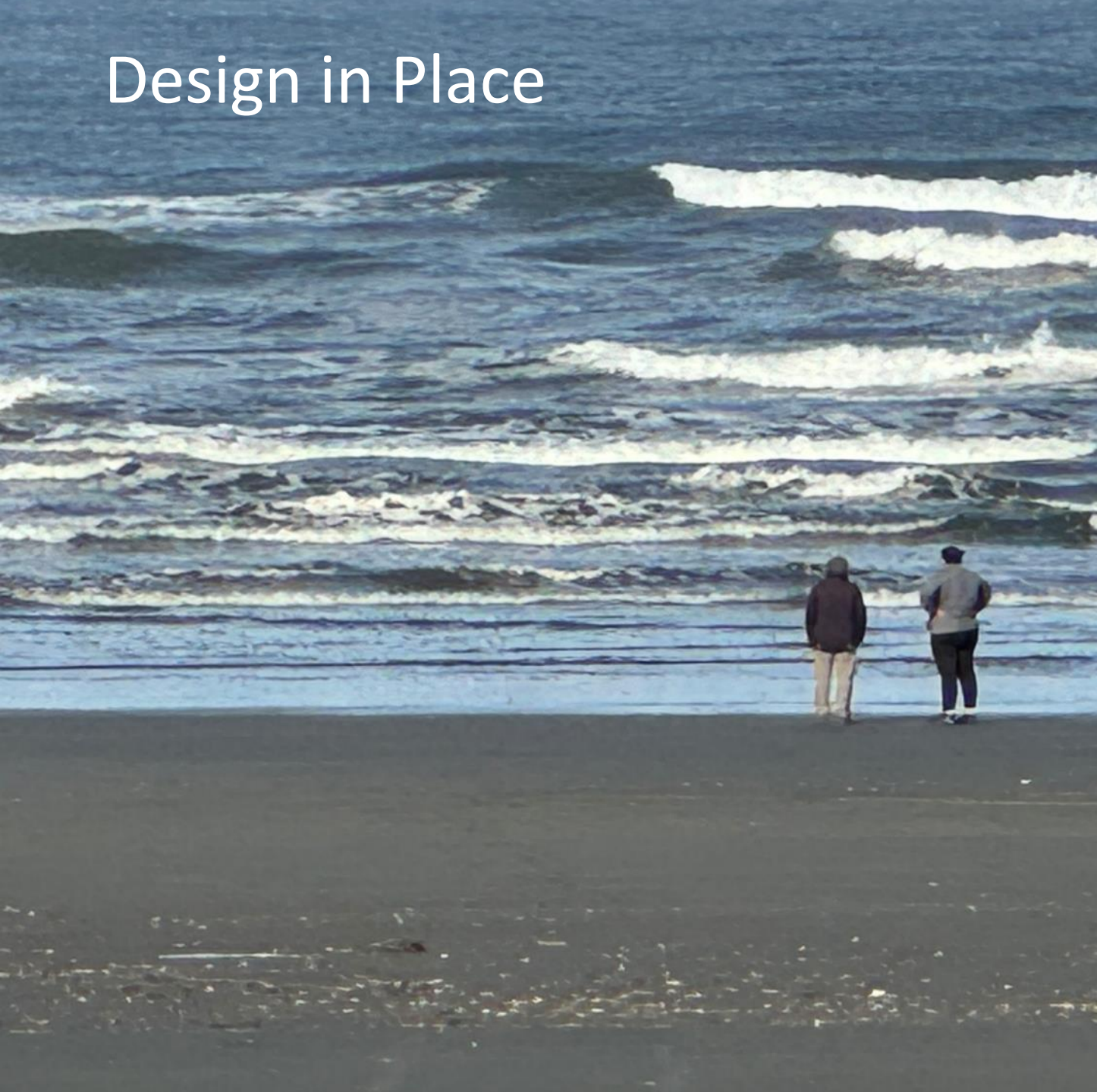


Contemporary Knowledge:

gained through experience, education and problem solving



Design in Place



Design in Place





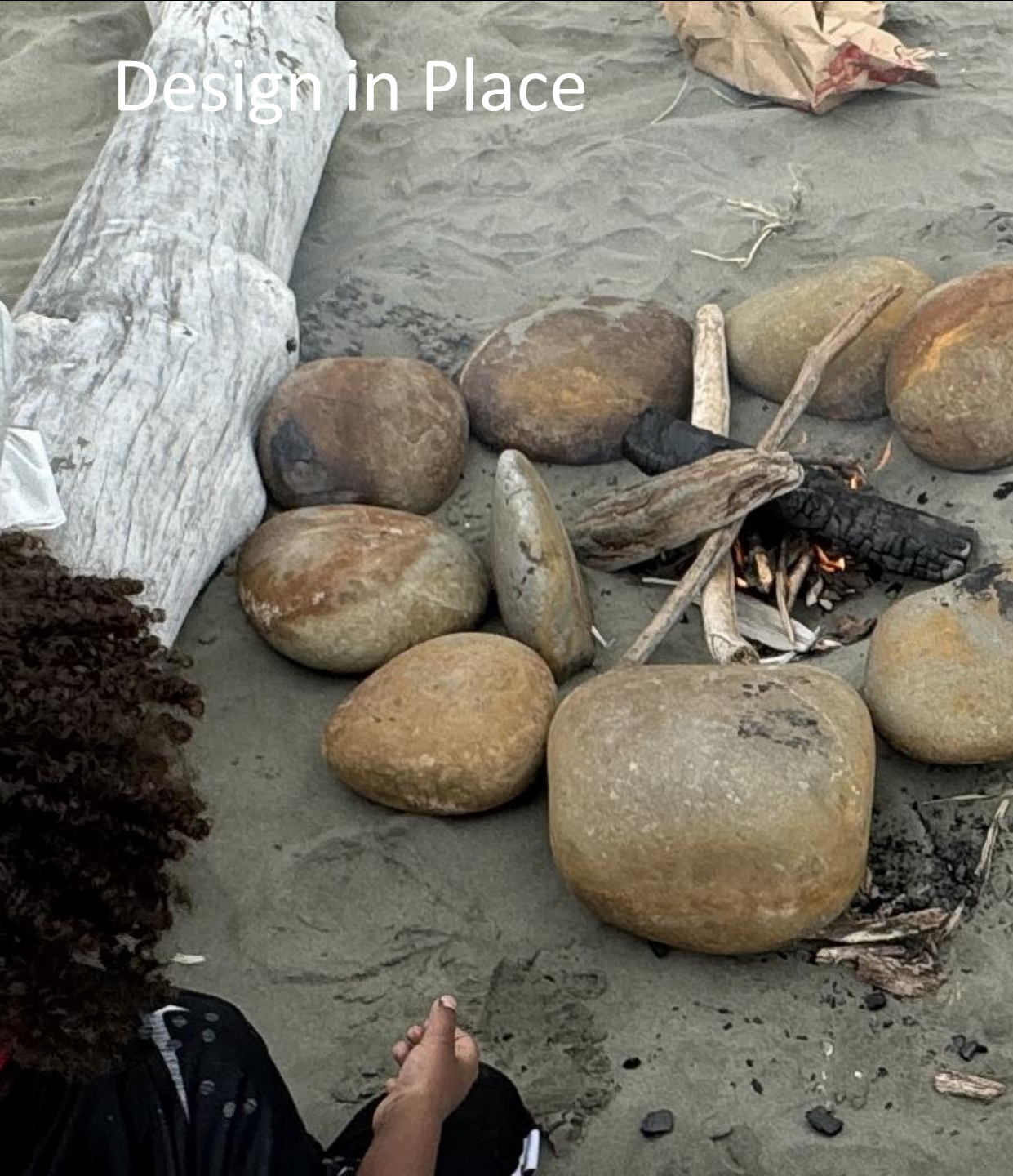
Design in Place



Design in Place



Design in Place



A background image showing a hand drawing a sandcastle on a beach. The sand is light-colored and the hand is dark-skinned. The sandcastle is in the process of being built, with some walls and a central tower visible.

Changing Perspective Role Playing

Select a card

Complete the story

- Free thinking
- Design, describe, discuss

Report out

- What is the one thing you have experienced or heard here that you will apply to your current or next project?

Two-eyed seeing

Questions

- which ones
- how to ask

Engage

- authentic, unscripted, generational, nature-based
- knowledge: traditional, empirical, revealed, contemporary
- storytelling

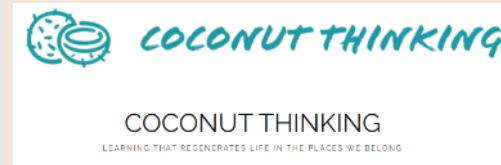
What we can all learn

Indigenous Design Resources:



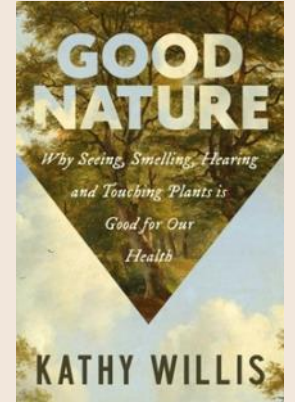
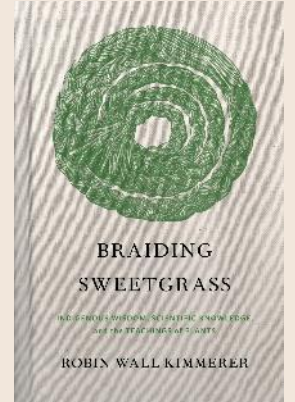
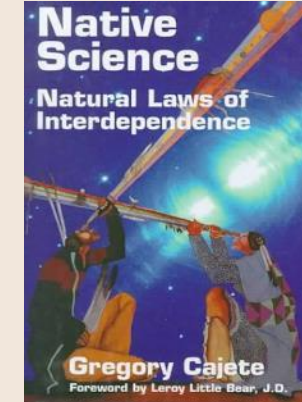
www.qwustenuxun.com

Implementing Indigenous Thinking:



Scientific American: What Conservation Efforts Can Learn from Indigenous Communities

Reading / Viewing:



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