



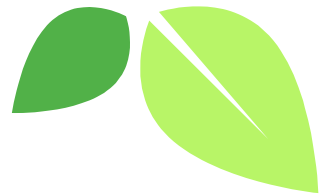
While we wait to begin...

With your elbow partner, chat about what might be the relationship between Indigenous perspectives and environmental inquiry.





Think of one word
that describes who
you are





Natural Curiosity

The Importance of Indigenous
Perspectives in Children's
Environmental Inquiry

ONTARIO SOCIETY FOR ENVIRONMENTAL EDUCATION (OSEE)



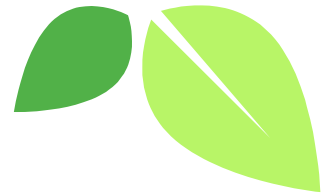
PRESENTS

ECOLINKS 2018

Hands on workshops by educators, for educators.

Rosa Na
Program Coordinator

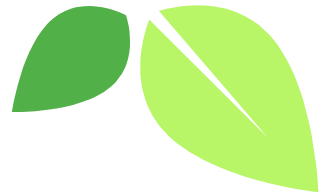
Haley Higdon, OCT
Project Lead





Workshop Overview

1. Where we began
2. Knowledge Building Circle
3. Where we are going





Where we began...

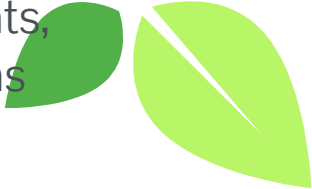


Natural Curiosity

Launched in May 2011, we are a project of the [Laboratory School](#) at the Dr. Eric Jackman Institute of Child Study, OISE, which is a site of research and application of learning through inquiry.



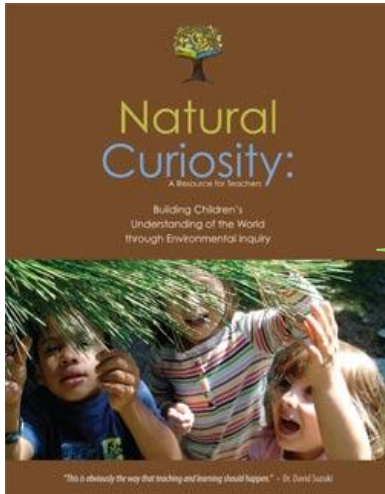
We seek to develop not only skilled and knowledgeable students, but also, environmentally and socially-conscious world citizens with a love of learning.





First Edition

Environmental Inquiry is a framework for learning that is shaped by students' questions and theories as they explore their environment. It builds upon children's sense of wonder and creates a culture of community learning that is purposeful, responsive, and deeply engaging.



First Edition
May 2011

**A Pedagogical
Framework**


Inquiry-based Learning
Experiential Learning
Integrated Learning
Stewardship

11 Educator Stories

This resource found common ground with values inherent to Indigenous cultures in some important respects.

As one Anishinaabe Elder - a retired elementary teacher - said on reading the first edition,

“I cried when I read it. I said to myself, they’re finally starting to get it!”



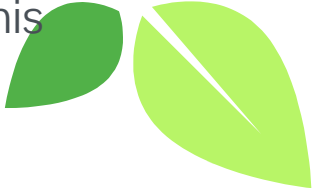


An Indigenous Lens

In 2014, through conversations with educators from Johnny Therriault School on Aroland First Nation, we realized how much there still was to learn about situating Indigenous perspectives into Canadian curricula.



Chi-Miigwetch to the Elders and educators for starting us on this journey, and for motivating us to find support for the second edition.



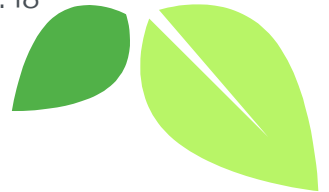




Truth & Reconciliation

“Reconciliation between Aboriginal and non-Aboriginal Canadians, from an Aboriginal perspective, also requires reconciliation with the natural world. If human beings resolve problems between themselves but continue to destroy the natural world, then reconciliation remains incomplete. This is a perspective that we as Commissioners have repeatedly heard: that reconciliation will never occur unless we are also reconciled with the Earth.”

— TRC Final Report Executive Summary, p. 18

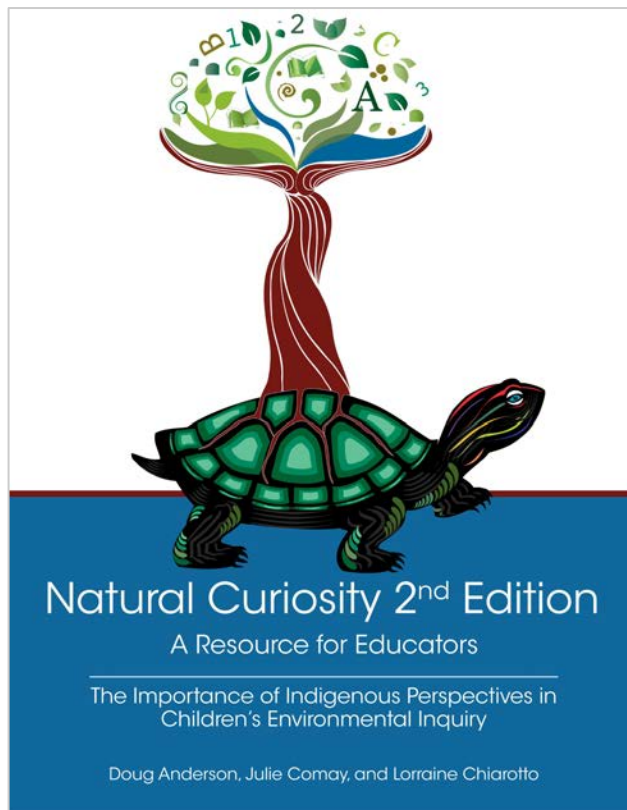


Second Edition



Advisory Board

Katherine Hensel
Jennifer Wemigwans
Angela Nardozi
Bev Caswell
Carol Stephenson
Deborah McGregor
Jean Paul Restoule
Sandra Styles
Debra Cormier
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Jennifer Leishman
Sharla MacKinnon
Angela Mainville
Shelly Jones
Glen Aikenhead
Donna Chief
Christine Luza
Vern Douglas

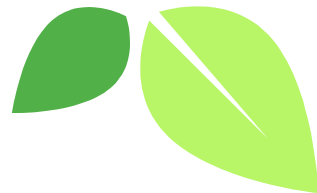



Authors

Doug Anderson
Métis (Bungee)
Creative & Strategic
Director at Invert Media

Julie Comay
Former Lab School
Teacher

Lorraine Chiarotto
Author of First Ed.
Classroom Teacher





The expert in
the room
is the room

Activity:
Knowledge
Building
Circle



Knowledge Building Circle

“My theory is...”

Promotes attentive
listening and
communication

“I need to understand...”

Fosters a respect for
each individual's
contribution



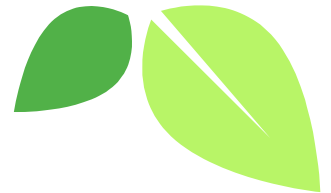
All Ideas are
IMPROVABLE

“I agree with...because...”

“I have a matching idea!”

Eliminates hierarchy

“Something that I have tried is...”



Initial Provocation

“How can we help children develop a culture where they have an ongoing, intimate, and deeply informed relationship with their environment, rather than a sense that their environment must somehow be protected from them, and managed by experts? How can we help future generations shift from suffering with the burden of ‘stewardship for the environment’ to a life of active participation in, coupled with deep love and respect for, Mother Earth?”

— Natural Curiosity 2nd Edition, p. 136





Part 1: A Pedagogical Framework



Integrated Learning
The Flow of Knowledge



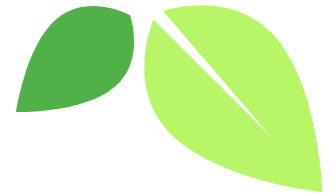
Moving Towards Sustainability
Breathing with the World



Inquiry & Engagement
Lighting the Fire



Experiential Learning
Sending Out Roots

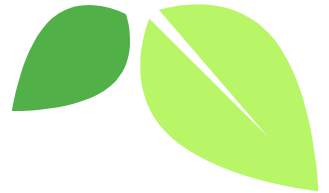




Part 1: A Pedagogical Framework

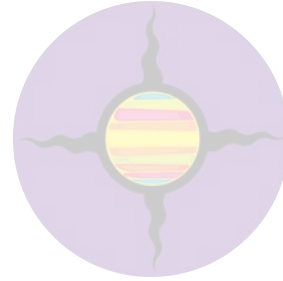


Inquiry & Engagement
Lighting the Fire

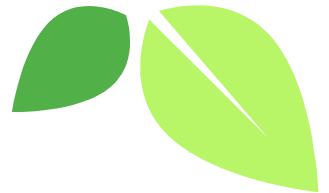




Part 1: A Pedagogical Framework



Experiential Learning
Sending Out Roots

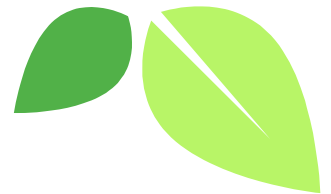
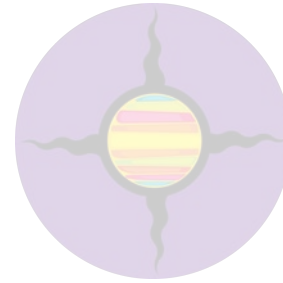




Part 1: A Pedagogical Framework



Integrated Learning
The Flow of Knowledge

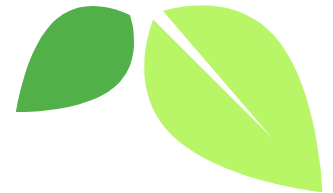
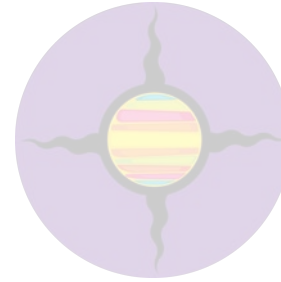




Part 1: A Pedagogical Framework



Moving Towards Sustainability
Breathing with the World



Part 2: Educator Stories

Toronto



Ottawa



Aroland
First Nation

Belfountain

Mine
Centre

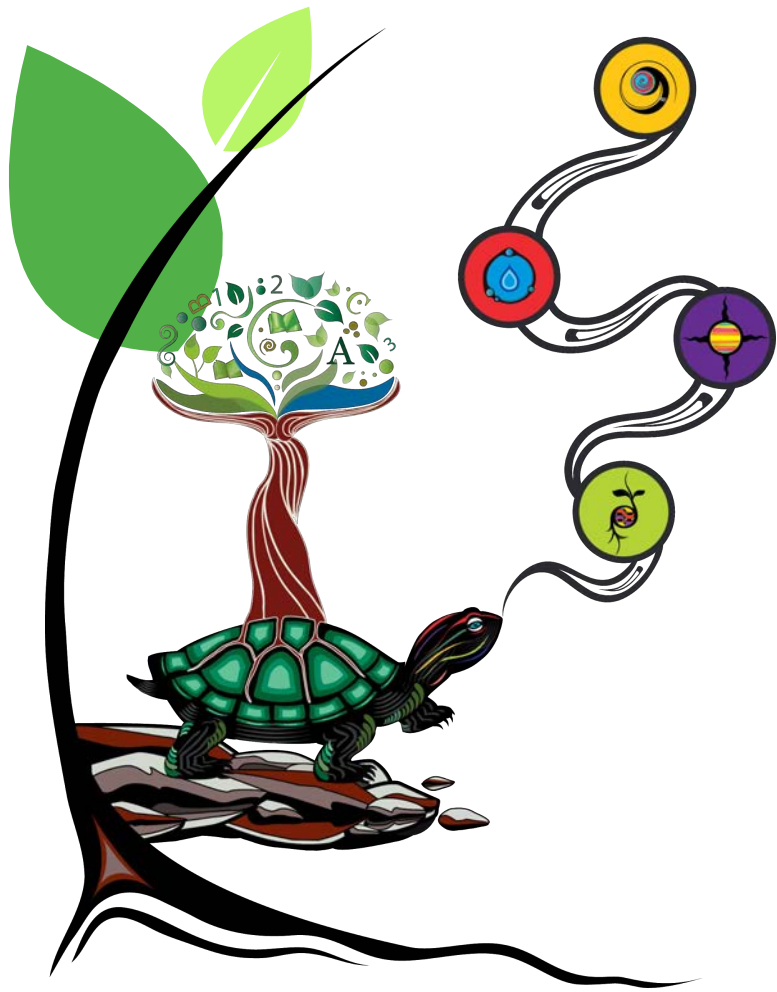
Kingston

K to 6



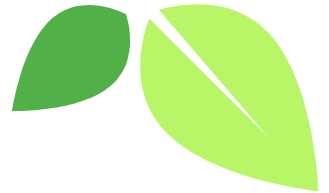


Where we are
going...



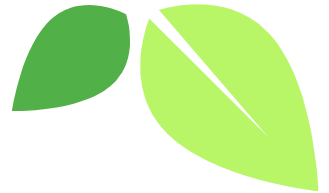
“Indigenous perspectives cannot be deeply reflected in a written document or outside of their cultural contexts. All that can be provided here are some indications of how such perspectives can inform environmental inquiry. The living and moving spirits of students, educators, and communities are needed for transforming awareness over time into understanding, knowledge and, eventually, wisdom.”

— Natural Curiosity 2nd Edition





“The next step is up to all of us, creators and readers of this second edition, as we work out ways to respond to the challenges revealed by that lens and actively bring Indigenous perspectives into our classrooms. Sharing our stories is essential to this process.”



Keep In Touch



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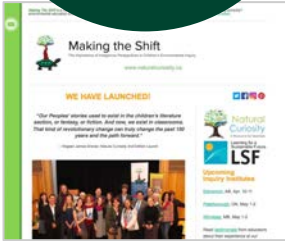
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Website

www.naturalcuriosity.ca

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Teacher Stories & Videos

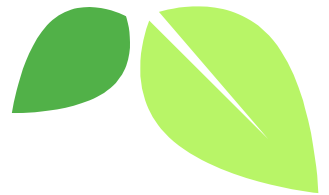
Educator Awards



“ *We used to exist in children's literature section, or fantasy, or fiction, and now, we exist in classrooms. That kind of revolutionary change can truly change the past 150 years and the path forward.*

— **Niigaan Sinclair**, Associate Professor in Native Studies, University of Manitoba, Natural Curiosity 2nd Edition Book Launch

Closing Thoughts





But I'm not Aboriginal!

Table 2: Suggestions for Building Indigenous Perspectives into Learning

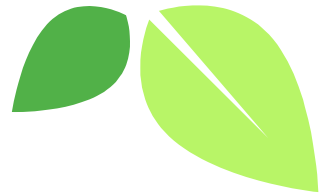
Work wherever possible with Indigenous resource people

Be up front about what we do and don't know

Be clear that Indigenous people, cultures, and knowledge are contemporary

Respect Indigenous knowledge as a precious heritage

Be aware of the complexities of real Indigenous people





Praise for the Second Edition

“Natural Curiosity 2nd Edition is an excellent resource for educators seeking to act as co-inquirers with their students and share the learning spirit while fostering relationship with our natural kin and relations. With a newly expanded lens on Indigenous perspectives and worldviews, this resource encourages teachers with philosophies, rationales, tools and activities to help them grow ecological and social justice citizens. A timely resource and highly recommended.”

— Jean-Paul Restoule, Ph.D., Professor and Chair, Department of Indigenous Education, University of Victoria

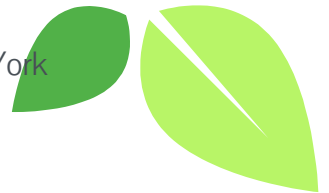




Praise for the Second Edition

Perhaps the greatest strength of this edition is the care taken to ensure that Indigenous peoples, along with their knowledges and pedagogies, are understood as contemporary, and that they have important contributions to make to environmental education ... This text is remarkable in that it takes theory, including Indigenous knowledge, and applies it through storytelling from both an educator's and child's perspective ... Natural Curiosity takes the important step of highlighting broader societal obligations such as those laid out by the Truth and Reconciliation Commission ... The pedagogy employed offers a sensitive and respectful way to present challenging topics. I much enjoyed the stories by educators and children alike and how art and creative expressions were used to convey profound teachings.

— **Deborah McGregor**, Associate Professor, Osgoode Hall Law, School & Faculty of Environmental Studies, Canada Research Chair, Indigenous Environmental Justice, York University





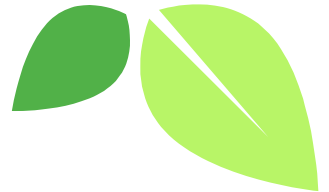
This edition provides some examples of how Indigenous perspectives confirm and deepen principles and practices laid out in the Natural Curiosity resource.

We begin to ask:

How do Indigenous perspectives relate to environmental education?

How might they enhance educators' understanding over time as they explore environmental inquiry?

What Indigenous perspectives and principles apply to all of us, and can these be supported ethically in any classroom?

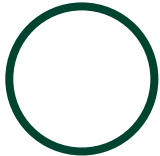




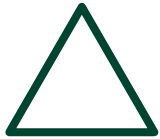
Exit Ticket



Something that really squared (or resonated) with you



Something you are still circling around or wondering about



Something that you might change following this workshop

