



Educating First Nations Students in the 21st Century

October 7, 2022



Chester Auger

B.Ed.
Bigstone Cree Nation



Heather Bretz

Architect, AAA,
OAA, B.Sc., M.Arch, MRAIC,
LEED®AP
Stantec Architecture Ltd.

Introductions



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**Starting Off in a
Good Way**



Educating First Nations Students in the 21st Century

Learning Objectives

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- 1** Recognize the impact of settlers on Indigenous communities and the dark history of residential schools.
- 2** Learn how to engage with the Indigenous community (Elders, students, parents, Chief and Council, teachers, and general members) to understand what education means to their community.
- 3** Understand methods for approaching user-led design with Indigenous communities.
- 4** Learn how to bring alignment with traditional Indigenous pedagogy and modern education design.

Recognize the impact of settlers on Indigenous communities and the dark history of residential schools.

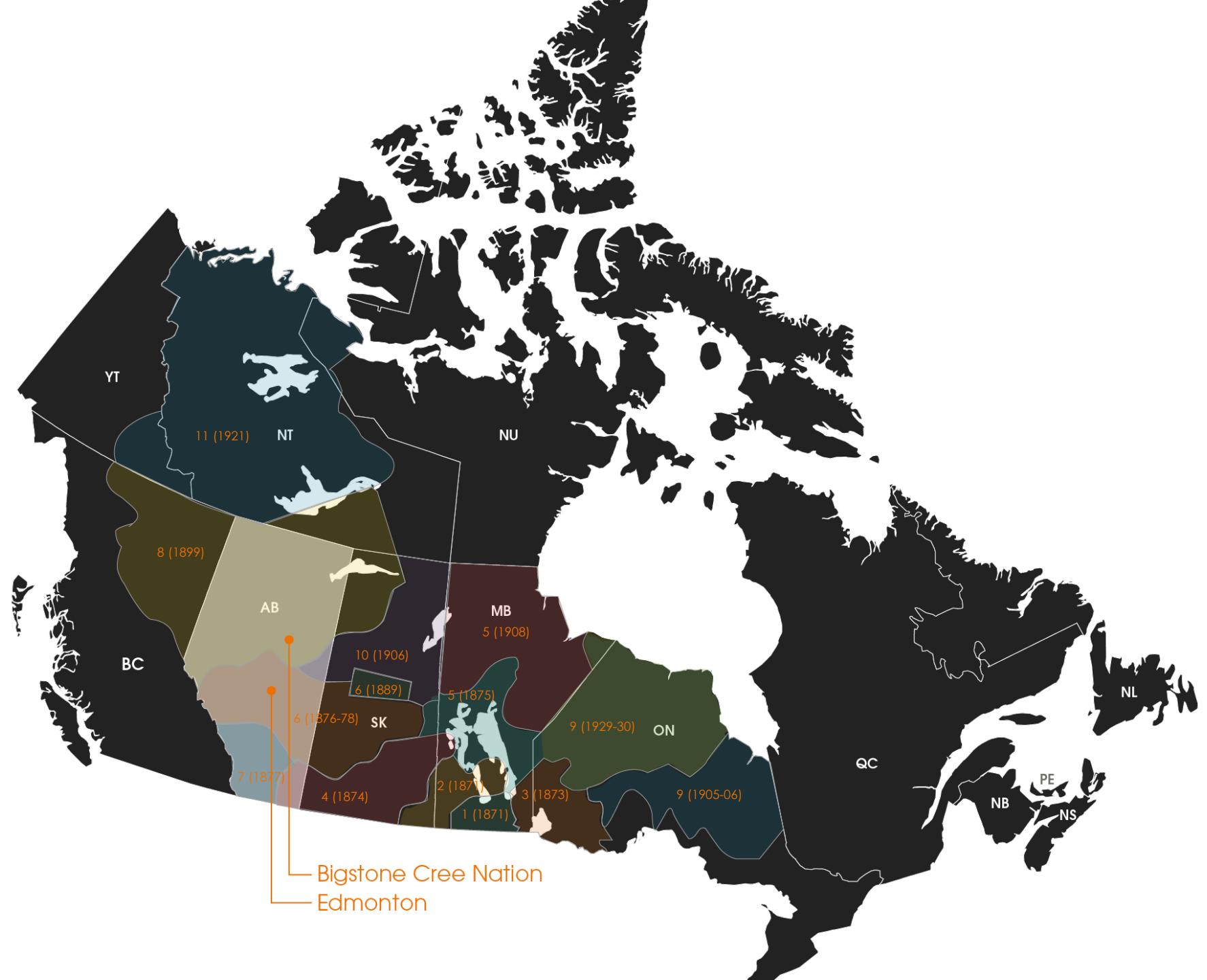
Educating First Nations Students in the 21st Century

1 | Indigenous History

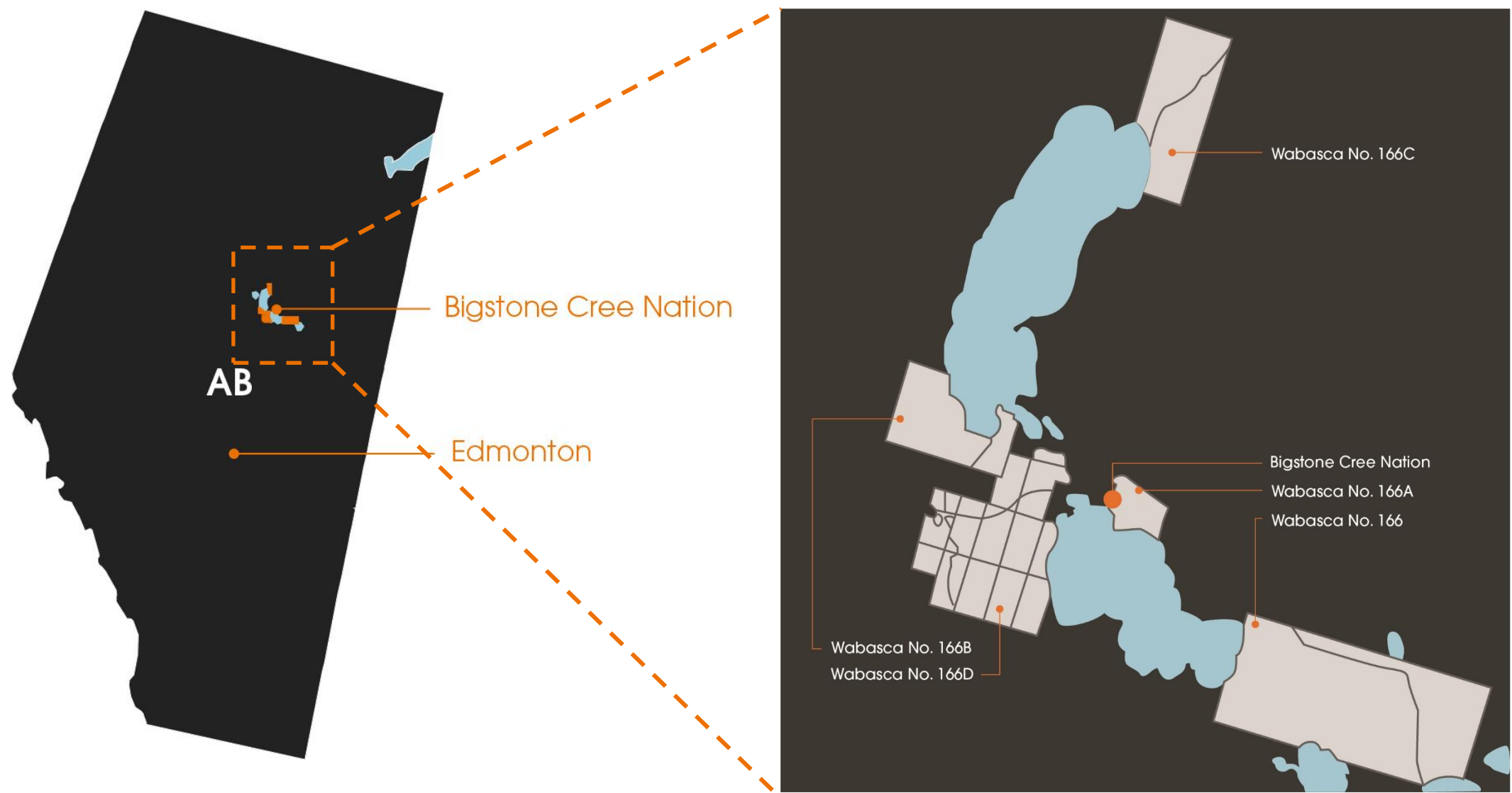
Bigstone Cree Nation

LEGEND:

YT – Yukon
NT – Northwest Territories
NU – Nunavut
BC – British Columbia
AB – Alberta
SK – Saskatchewan
MB – Manitoba
ON – Ontario
QC – Quebec
NB – New Brunswick
NS – Nova Scotia
PE – Prince Edward Island
NL – Newfoundland & Labrador



Bigstone Cree Nation Education Authority



Treaty 8 – Education for the Bigstone Cree – June 21, 1899

“Her Majesty agrees to pay the salaries of such teachers to instruct the children of said Indians as to Her Majesty’s Government of Canada may seem advisable.”

Articles of a Treaty

made and concluded at the several dates mentioned therein, in the year of Our Lord One Thousand Eight Hundred and Ninety-Nine, between Her Most Gracious Majesty the Queen of Great Britain and Ireland, by Her Commissioners the Honourable DAVID LAIRD, of Winnipeg, Manitoba, Indian Commissioner for the said Province and the North-West Territories, JAMES ARTHUR JOSEPH MCKENNA, of Ottawa, Ontario, Esquire, and the Honourable JAMES HAMILTON BORN, of Regina, in the North-West Territories, of the one part; and the Cree, Beaver, Chipewyan, and other Indians, inhabitants of the territory within the limits hereinafter defined and described, by their Chiefs and Headmen, hereto subscribed, of the other part;

Whereas the Indians inhabiting the territory hereinafter defined have, pursuant to notice given by the Honourable Superintendent General of Indian Affairs in the year 1899, been convened to meet a Commission representing Her Majesty’s Government of the Dominion of Canada at certain places in the said Territory in this present year 1899, to deliberate upon certain matters of interest to Her Most Gracious Majesty, of the one part, and the said Indians of the other.

And whereas the said Indians have been notified and informed by Her Majesty’s said Commission that it is Her desire to open for settlement, immigration, trade, travel, mining, lumbering, and other purposes as to Her Majesty may seem meet, a tract of country bounded and described as hereinafter contained, and to obtain the consent thereto of the Indians inhabiting the said tract, and to make a treaty, and arrange with them, so that there may be peace and good will between them and Her Majesty’s other subjects, and that Her Indian people may know and be assured of what allowances they are to count upon, and receive from Her Majesty’s bounty and benevolence.

And whereas the Indians of the said tract, duly convened in Council at the respective points named hereunder, and being represented by Her Majesty’s Commissioners to name certain Chiefs and Headmen who should be authorized on their behalf to conduct such negotiations and sign any treaty to be founded thereon, and to become responsible to Her Majesty for the faithful performance by their respective Bands of such obligations as shall be assumed by them, the said Indians have therefore acknowledged for that purpose the several Chiefs and Headmen who have subscribed hereon.

And whereas the said Commissioners have proceeded to negotiate a treaty with the Cree, Beaver, Chipewyan, and other Indians, inhabiting the District hereinafter defined and described, and the same has been agreed upon and concluded by the respective Bands at the dates mentioned hereunder, the said Indians do HEREBY CHIEF, RELEASE, SURRENDER AND YIELD UP to the Government of the Dominion of Canada, for Her Majesty the Queen and Her Successors forever, all their rights, titles and privileges whatsoever in the lands included within the following limits, that is to say:—

Commencing at the source of the main branch of the Red Deer River in Alberta, thence due West to the central range of the Rocky Mountains, thence North Westerly along said range to the point where it intersects the 50th parallel of North Latitude, thence East along said parallel to the point where it intersects Hay River, thence North Easterly down said river to the South shore of Great Slave Lake, thence along the said shore North Easterly (and including such rights to the Indians in said Lake as the Indians mentioned in the Treaty may possess), and thence Easterly along the South shore of Chatter River and McLeod’s Bay to Old Fort Resolution near the mouth of Louisa’s River, thence South Easterly in a straight line to and including Black Lake, thence South Westerly along the stream from Cree Lake, thence including said Lake South Westerly along the height of land between the Athabasca and Churchill Rivers to where it intersects the Northern boundary of Treaty Six, and along the said boundary Easterly, Northerly and South Westerly, to the place of commencement.

And also the said Indians rights, titles, and privileges whatsoever to all other lands wherever situated in the North-West Territories, British Columbia, or in any other portion of the Dominion of Canada.

To have and to hold the same to Her Majesty the Queen and Her Successors forever.

And Her Majesty the Queen hereby agrees with the said Indians that they shall have right to pursue their usual vocations of hunting, trapping and fishing throughout the tract surrendered as heretofore described, subject to such regulations as may from time to time be made by the Government of the country acting under the authority of Her Majesty, and saving nevertheless such rights as may be required or taken up, from time to time for settlement, mining, lumbering, trading or other purposes.

And Her Majesty the Queen hereby agrees and undertakes to lay aside Reserves for each Band as desire Reserves, the same not to exceed in all any acreage for each family of five for the each number of families as may elect to reside on Reserves, or in that proportion for larger or smaller families; and for each family or individual Indians as may prefer to live apart from Band Reserves, Her Majesty undertakes to provide land in severally to the extent of 400 acres to each Indian, the land to be conveyed with a proviso as to non-alienation without the consent of the Governor General in Council of Canada, the selection of such Reserves, and land in severally, to be made in the manner following, namely, the Superintendent General of Indian Affairs shall decide and send a suitable notice to determine and set apart such Reserves and lands, after consulting with the Indians concerned as to the locality which may be found suitable and open for selection.

Provided, however, that Her Majesty reserves the right to deal with any settlers within the bounds of any lands reserved for any Band as they may see fit; and also that the aforesaid Reserves of land, or any interest therein, may be sold or otherwise disposed of by Her Majesty’s Government for the use and benefit of the said Indians entitled thereto, with their consent first had and obtained.

It is further agreed between Her Majesty and Her said Indian subjects that such portions of the Reserves and lands above indicated as may at any time be required for public works, buildings, railways, or roads of whatsoever nature may be appropriated for that purpose by Her Majesty’s Government of the Dominion of Canada, due compensation being made to the Indians for the value of any improvements thereon, and as equivalent in land, money, or other consideration for the area of the Reserve so appropriated.

And with a view to attain the satisfaction of Her Majesty with the behavior and good conduct of Her Indians, and in recognition of all their past claims, she hereby, through Her Commissioners, agrees to make each Chief a present of thirty-two dollars in cash, to each Headman twenty-two dollars, and to every other Indian of whatever age, of the families represented at the time and place of payment, twelve dollars.

Her Majesty also agrees that next year, and annually afterwards forever, she will cause to be paid to the said Indians in cash, at suitable places and dates, of which the said Indians shall be duly notified, to each Chief twenty-five dollars, each Headman, not to exceed four to a large Band, and two to a small Band, fifteen dollars, and to every other Indian of whatever age, of the families, the same unless there be some exceptional reason, to be paid only to heads of families for those belonging thereto.

Further Her Majesty agrees that each Chief, after signing the Treaty, shall receive a silver medal and a suitable bag, and next year, and every third year thereafter, each Chief and Headman shall receive a suitable suit of clothing.

Further Her Majesty agrees to pay the salaries of such teachers to instruct the children of said Indians as to Her Majesty’s Government of Canada may seem advisable.

Further Her Majesty agrees to supply each Chief of a Band that select a Reserve, for the use of that Band, ten axes, five hand-saws five awes, one grubstone and the necessary file and whetstone.

Further Her Majesty agrees that each Band that elects to take a Reserve and cultivate the soil, shall, as soon as convenient after such Reserve is set aside and settled upon, and the Band has signified its choice and is prepared to break up the soil, receive two hoes, one spade, one scythe and two hay forks for every family so settled, and for every other Indian of whatever age, of the families, the same unless there be some exceptional reason, to be paid only to heads of families for those belonging thereto.

And the undersigned Cree, Beaver, Chipewyan and other Indian Chiefs and Headmen on their own behalf and in behalf of all the Indians whom they represent, DO HEREBY SOLEMNLY PROMISE and engage to strictly observe the Treaty, and also to conduct and behave themselves in good and loyal subjects of Her Majesty the Queen.

THEY PROMISE AND ENGAGE that they will, in all respects, obey and abide by the law, that they will maintain peace between each other and between themselves and other tribes of Indians and between themselves and others of Her Majesty’s subjects, whether Indians, Half-breeds, or Whites, the law inhabiting and hereafter to inhabit any part of that Territory, and that they will abstain from any other duties or country or industries, with or without any private purchase or trade, through the said tract, and that they will assist the Officers of Her Majesty in bringing to justice and punishment any Indians offending against the stipulations of this Treaty, or infringing the law in force in the country so ceded.

IN WITNESS WHEREOF the Chairman of Her Majesty’s Commissioners and the Chief and Headmen of the Cree and other Indians of the Territory, in behalf of themselves and the Indians whom they represent, have hereunto set their hands at the said place, hereinafter named, on the twenty-first day of July, in the year of our Lord one thousand eight hundred and ninety-nine.

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Legacy of Residential Schools



St. John's School

Wabasca, AB

Dates of Operation: 1902 -
1966

Desmarais Residential School

Wabasca-Desmarais,
Alberta

Dates of Operation: 1902 -
1973

History of the Bigstone Cree Nation Education Authority




Oski Pasikoniwew Kamik (“OPK”) School



Oski Pasikoniwew Kamik (“OPK”) School

Holistic education is a means of ensuring children and youth are equipped with a balance contemporary worldviews and traditional values and beliefs as the cultural base or educational foundation of our existence within a global context.



A photograph of a field of tall green grass. In the center-left, there is a small cluster of yellow wildflowers. In the bottom right, there is a small white object, possibly a piece of paper or a rock. The text is overlaid on the top left of the image.

*Learn how to engage with the Indigenous community
(Elders, students, parents, Chief and Council, teachers, and
general members) to understand what education means to their
community.*

Educating First Nations Students in the 21st Century

2 | Engaging with an Indigenous Community

Listening First

- Foundation of successful engagement strategy
- Historically we have not listened.
- Strategy is always to listen first.
- Thinking forward seven generations
- Take only what you need
- Reciprocity
- Bigstone is an experienced school authority and already has a successful school.

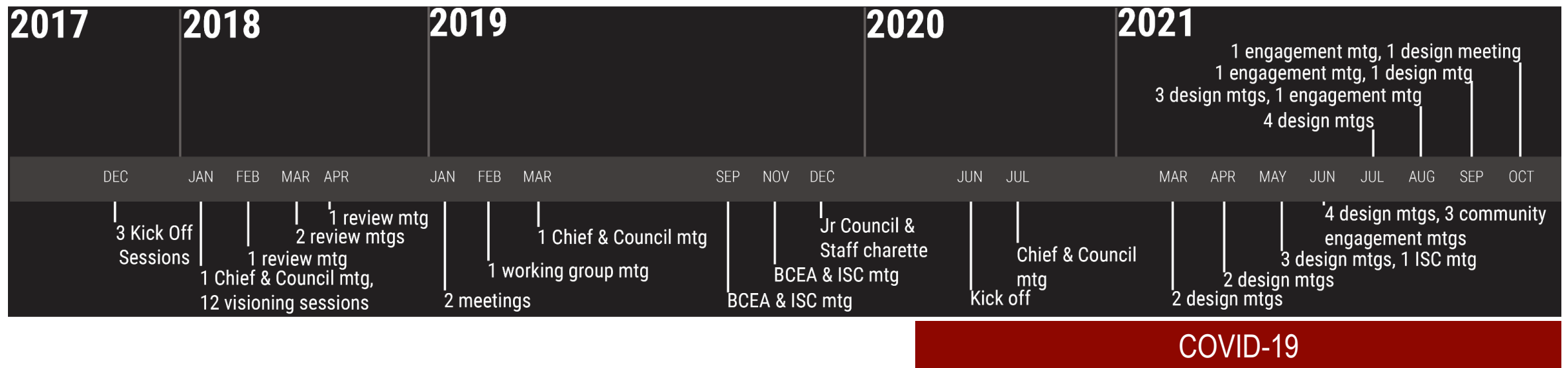


What did we hear?

[illegible]

Timeline for Engagement

Robust engagement is required using a variety of in-person and remote strategies



The Elders believe a High School should be a place that empowers students and builds their self-esteem. Bigstone needs to follow our spiritual protocol and be able to conduct ceremonies.

Ceremony is how they praise each person's talents and 'love them up.' Culture and spirituality needs to be taught as the foundation for their identity, so that they know where they come from and know that they have a purpose.

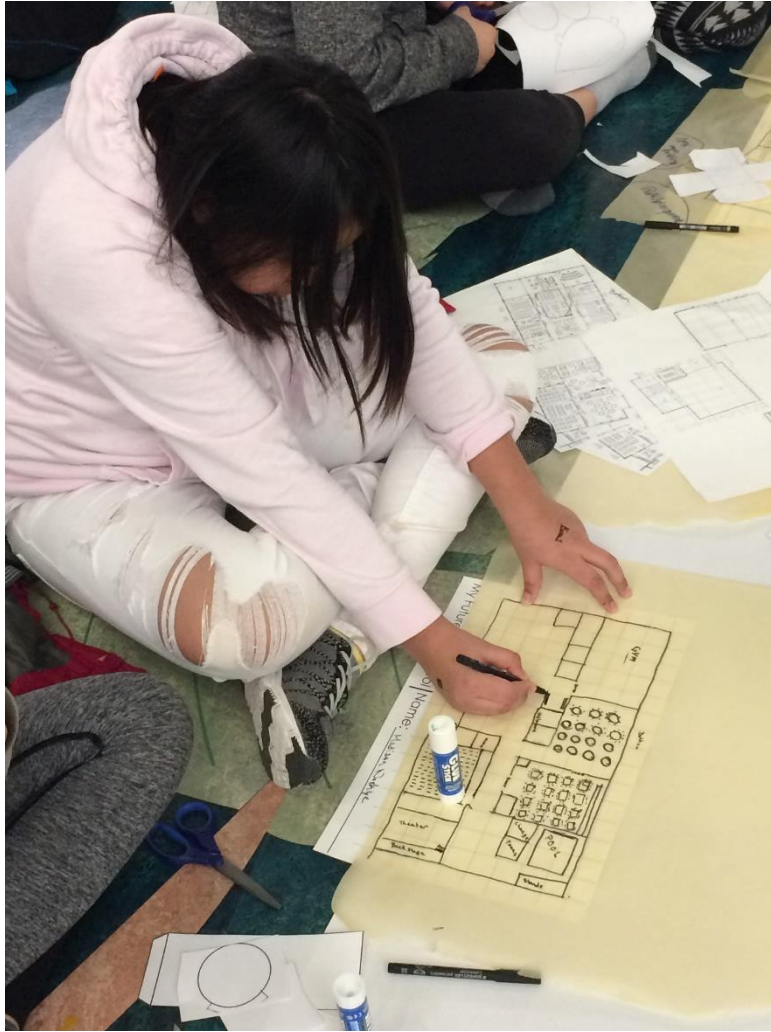
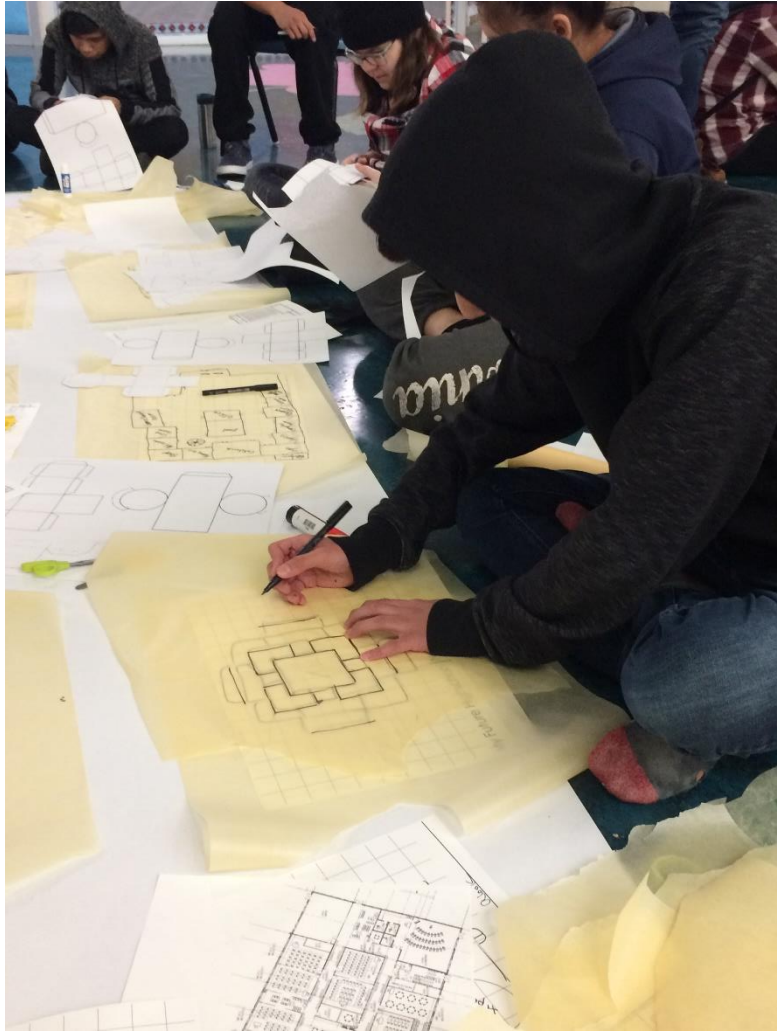


Elder's Society



Students

Garden
Computers
Art
Cree
Library
Astronomy
Culture
Cooking
Theatre
Arbour
Gym
Music
Science
Stars







Empowerment
Ancestry
Spirituality
Language
Self-Esteem
Child Psychology
Love

Junior Chief and Council

“Teaching our
kids to be native
in the 21st
century.”





School Staff

Health Involvement
Wellness Warm Post-
Secondary Preparation
Sciences CTS Options
Family Involvement
Stability Identity
Technology
Resource Centre Library
Cultural Room Cafeteria
Student Lounge
Language Auditorium
Parent Circle History
Treaty

Graduation
Cree
Trust
Safety
Security
Storage
Culture




Support Staff



Confident Holistic
Uplifted Community
Lifelong Nurturing
Safe Trust Future
Connected Mind
Body Spirit Land
Territory Ownership
Careers

Chief and Council



Understand methods for approaching user-led design with Indigenous communities.

Educating First Nations Students in the 21st Century

3 | User Led Design

Planning of the Project



Write Your Own Program



ports

AL

room with bleachers

✓ Trades,
✓ Shop class

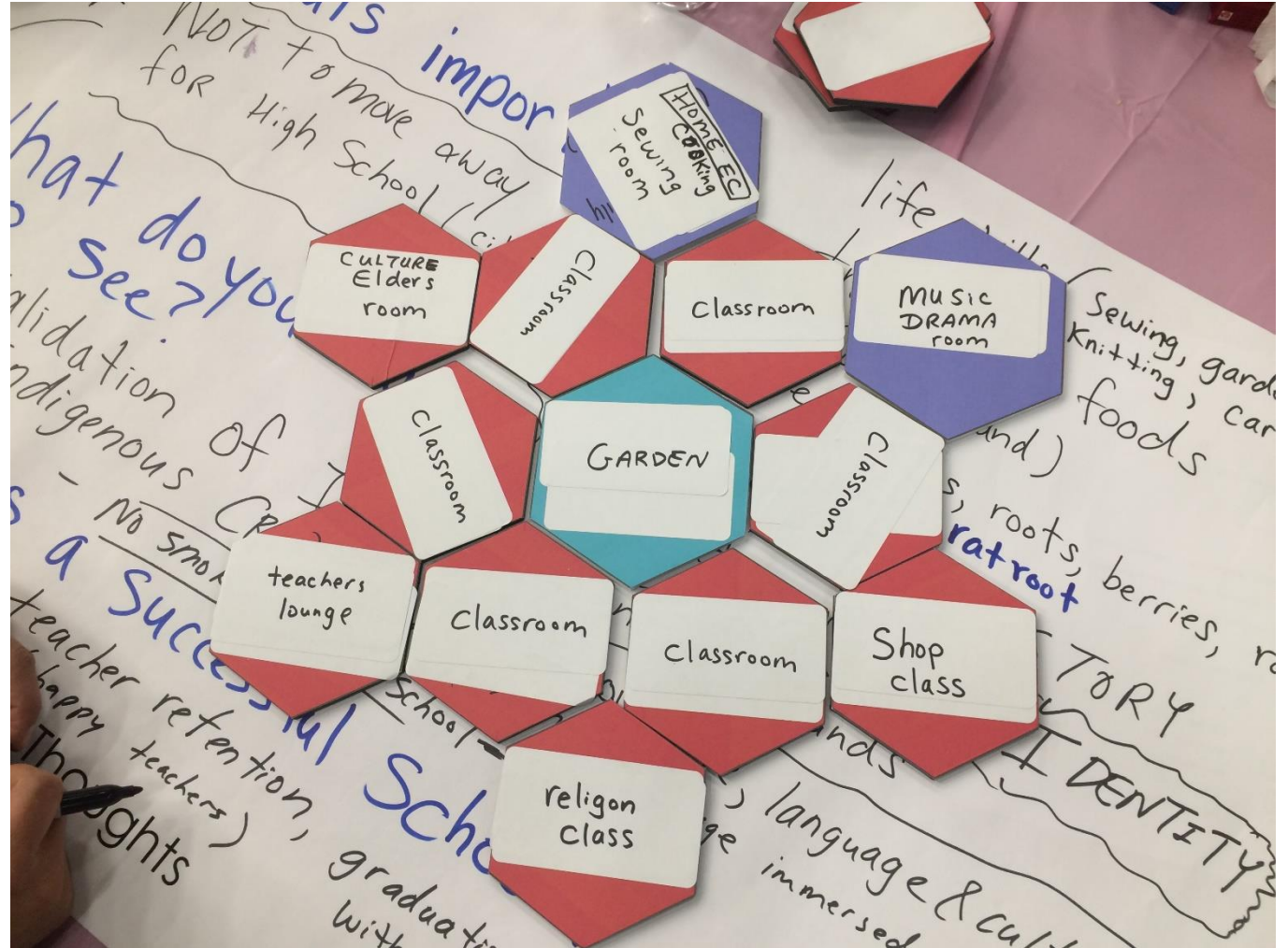
Story telling room for Winston

Cree Class

Family Room

✓ Elders Room

Tipi



High School Design Engagement – Check-In

Bigstone Cree Nation New High School



Design Ideas / Principles

There are four big ideas that have shaped our first drawings:



PROJECT BASED LEARNING

We heard that holistic project based learning is essential, this inspired us to draw different areas for groups of students to collaborate. These areas are flexible, can be used for multiple programs, and can open onto additional spaces to work.



JOY

We heard that education should be joyful. We have designed areas to make learning fun, there are cool spaces where groups can work and where students can hang out over lunch break.



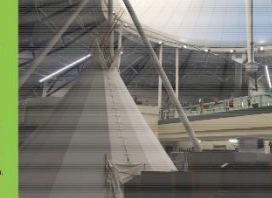
EXPANSION

Designs are able to accommodate future growth for career and technology studies, a community theatre, and arts and hockey academy programs.

IDENTITY

We heard the new school building should allow each young person to know their culture, traditions, and self so that they have a strong and healthy foundation to grow into adulthood.

We have drawn spaces for a new tipi, learning commons and gathering areas where archives and artifacts can be displayed, using circular shapes to reflect teachings, and dedicated space for Elders and family members to join in education.



GATHERING

You told us this school is an important community gathering space that should be welcoming and inviting where all community members can come to learn and celebrate.

This idea inspires a design that allows for easy food preparation and feeding, with close connections to they gym and community use areas.



We played with these ideas and created three different Options. We want you to tell us which floor plan you like best, and your ideas for making the new high school just right for our community. Flip the page to check out the floor plans, then share your thoughts with us on the back of this booklet.

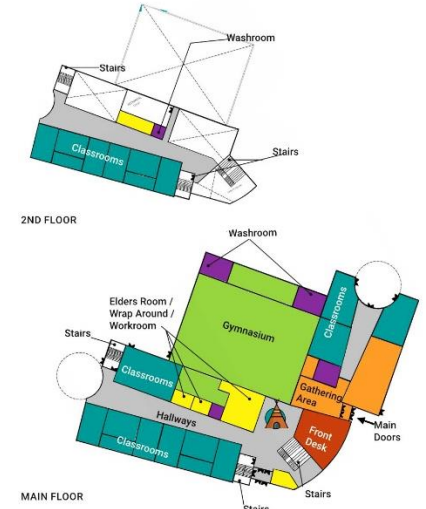
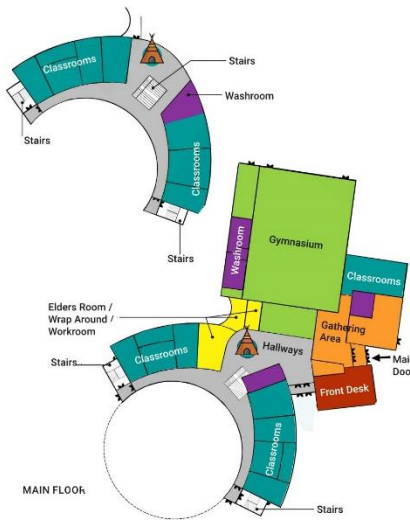
We want to hear from you!

My favourite option is # ____

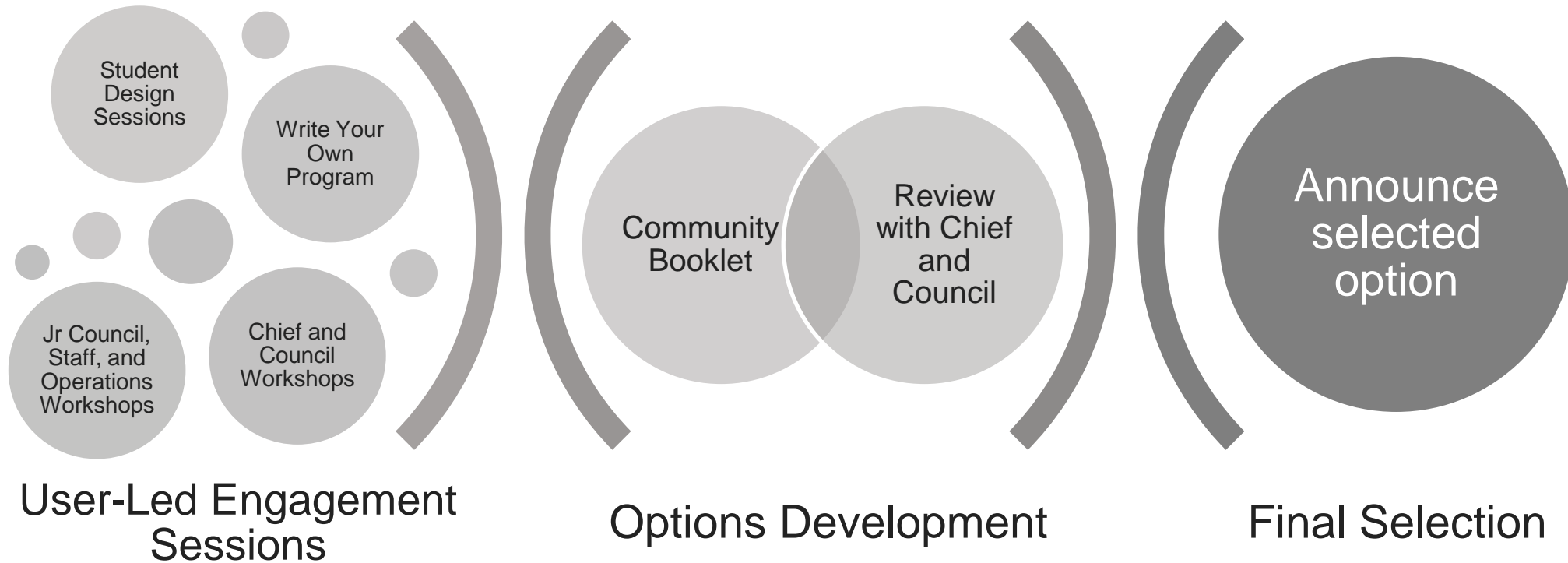
Because

An idea I have for the new high school

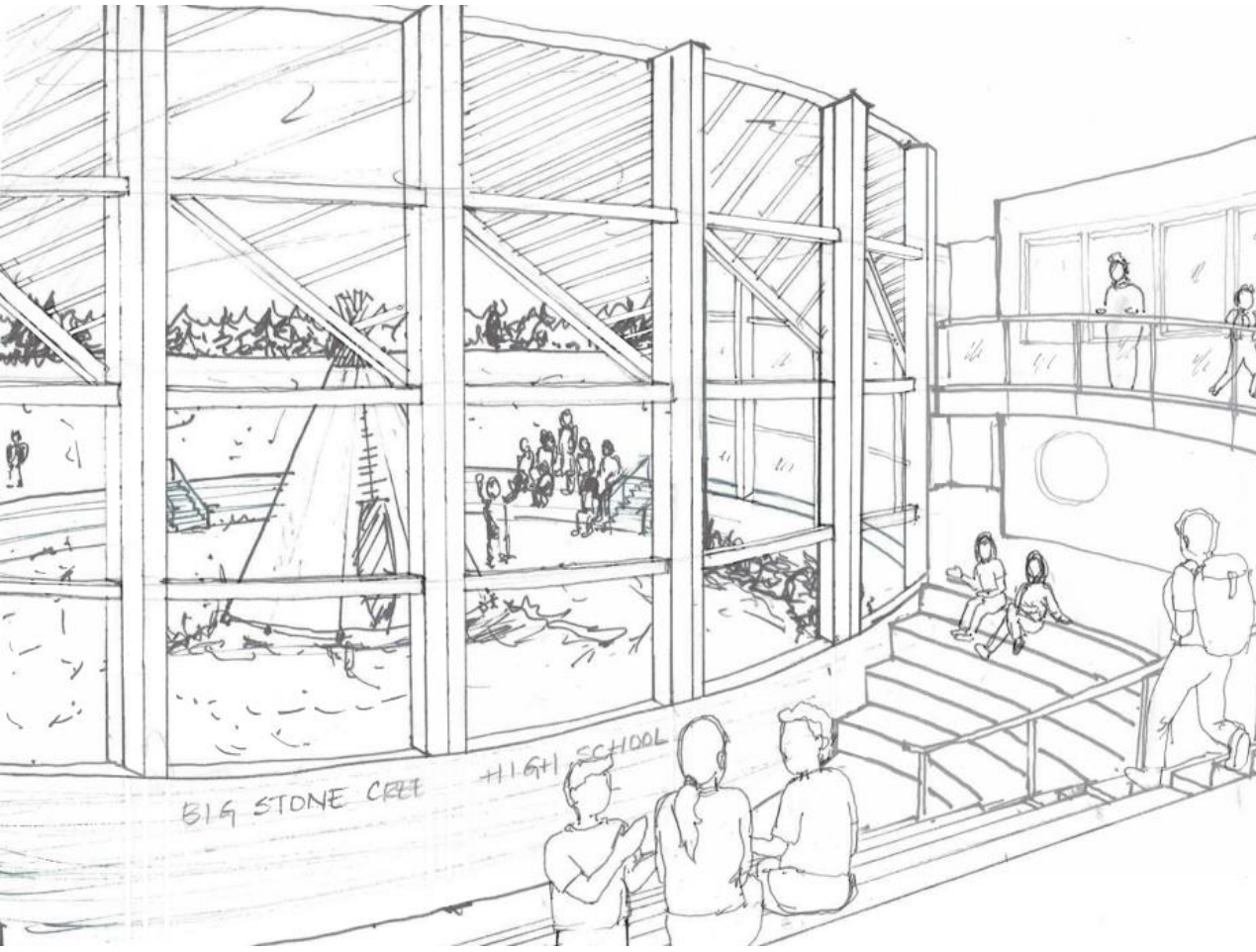
A question I have is



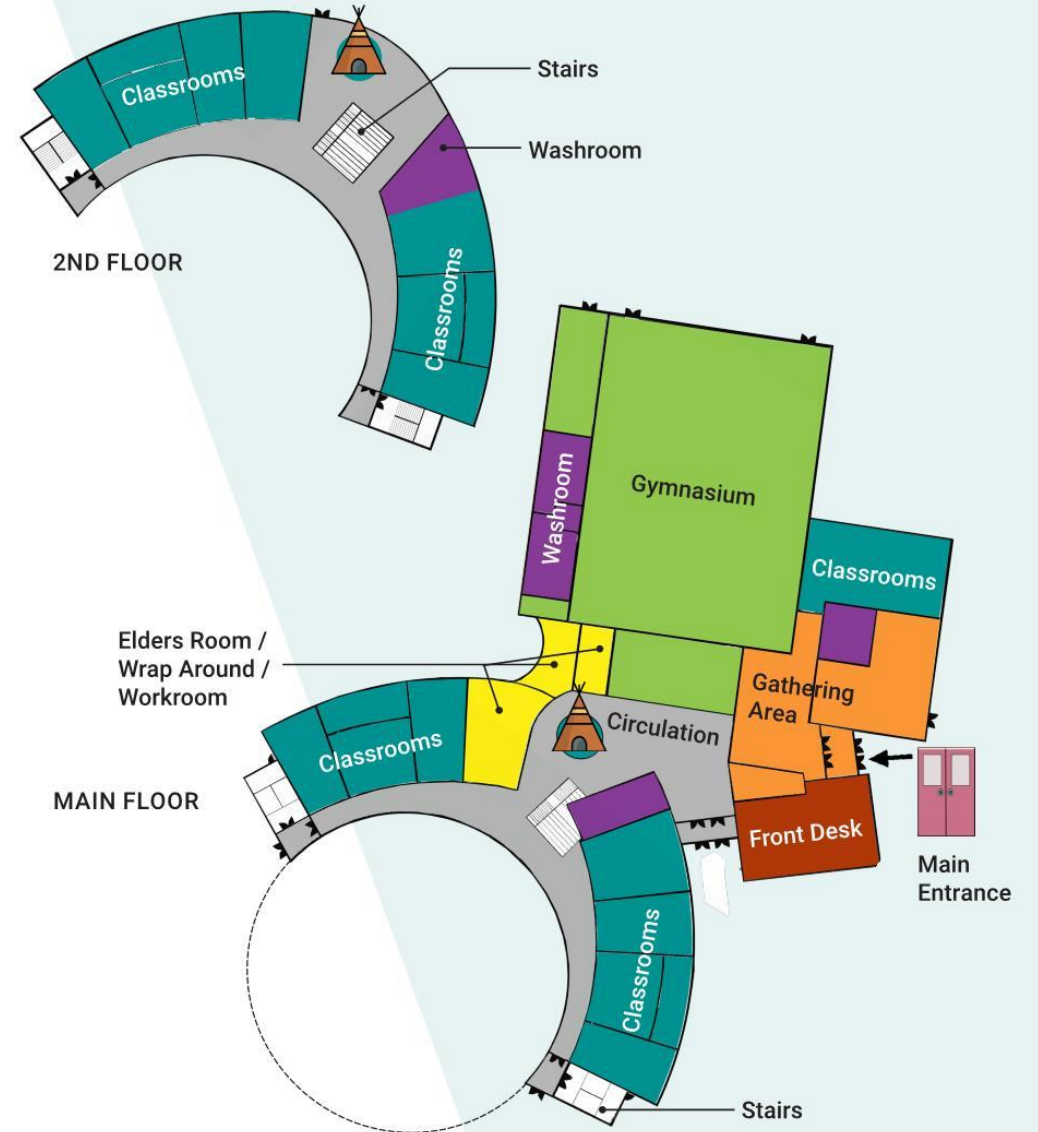
User-Led Design Strategies Summary



High School Design Engagement – Preferred Option



Option 1





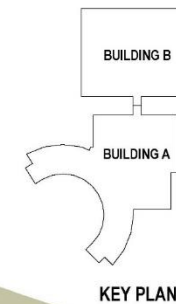
*Learn how to bring alignment with traditional
Indigenous pedagogy and modern education design.*

Educating First Nations Students in the 21st Century

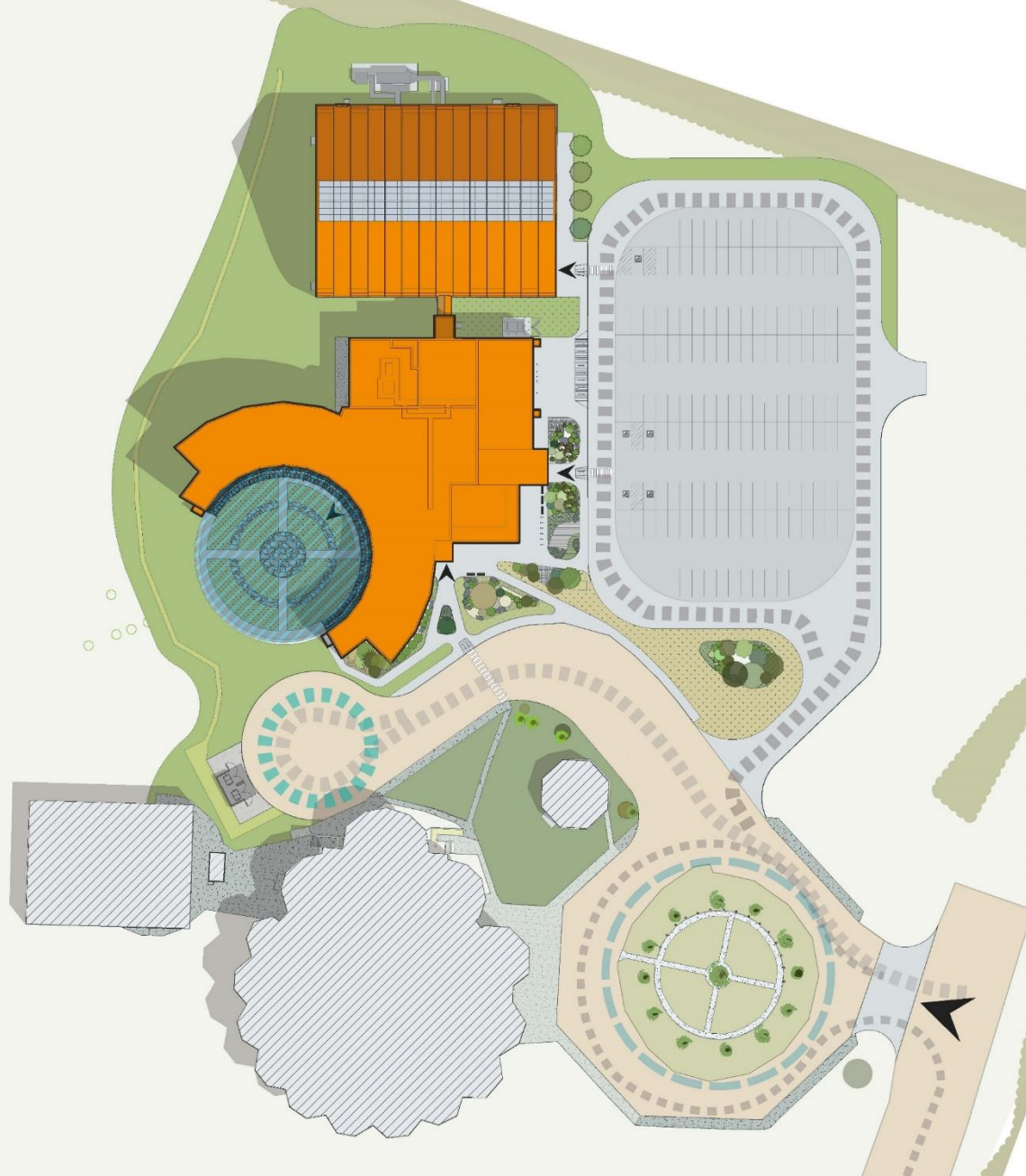
4 | Alignment of Education

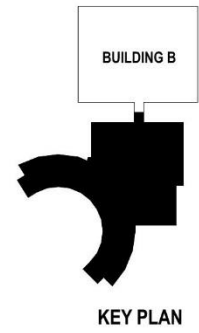
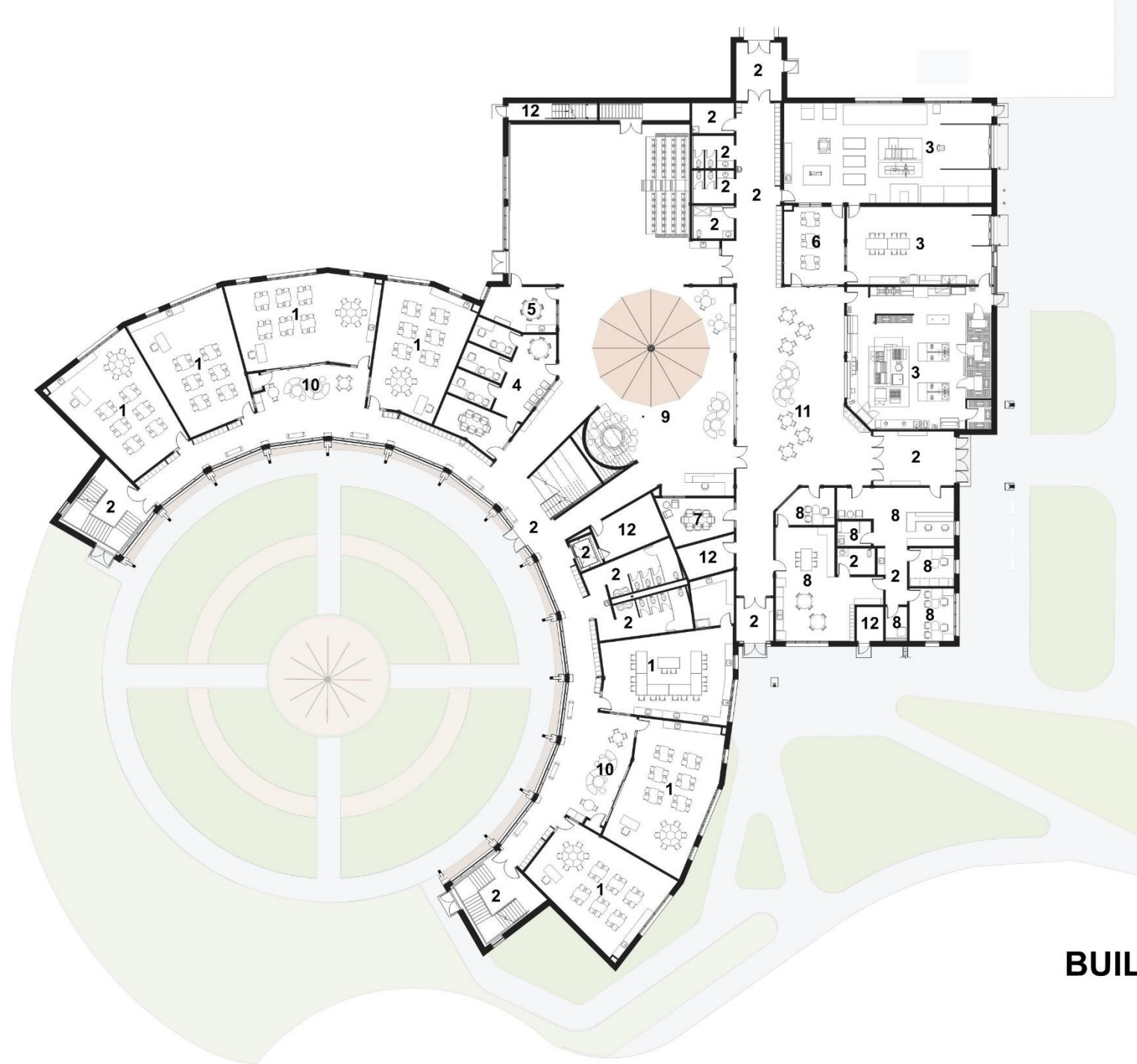


Site Response



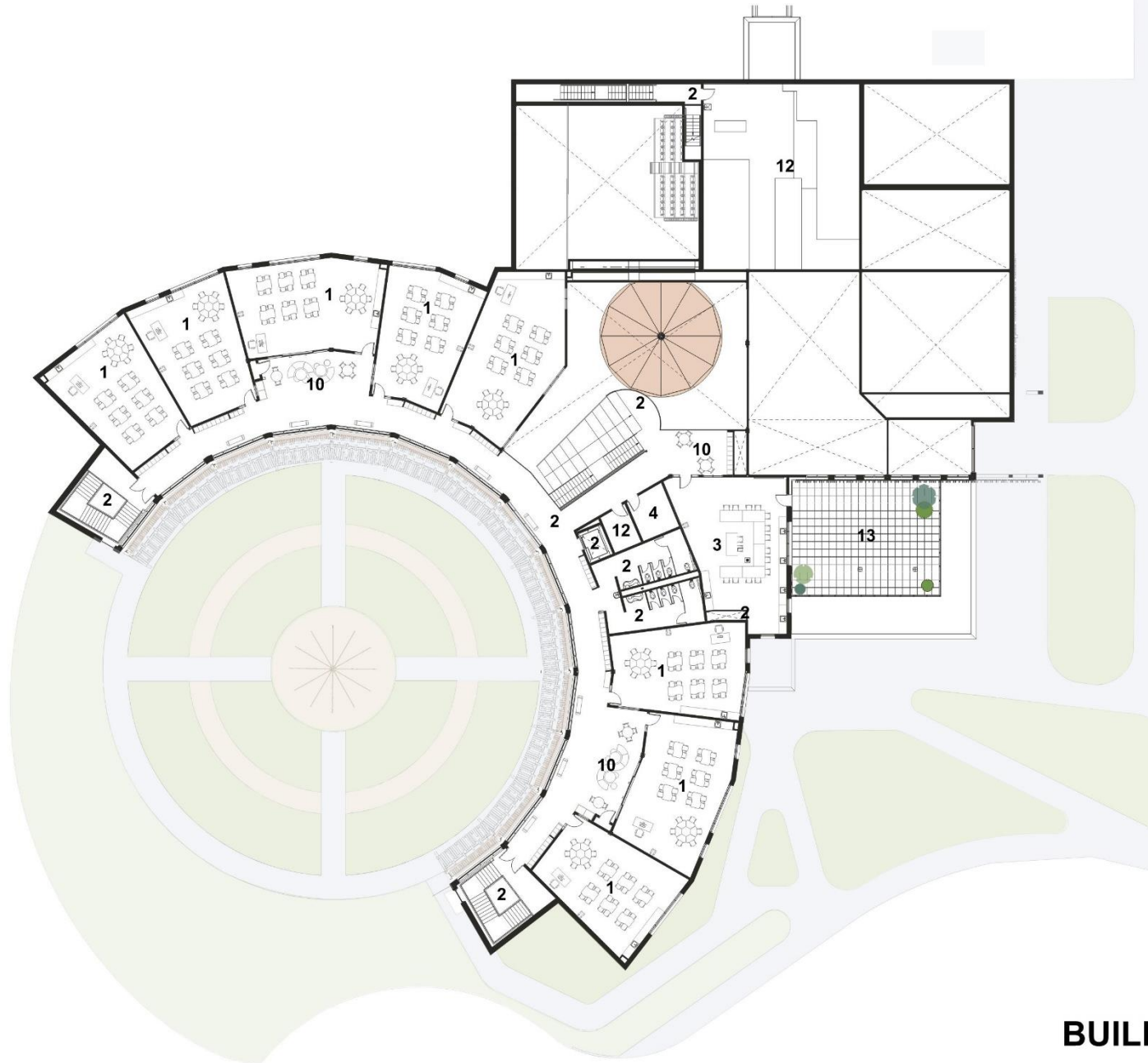
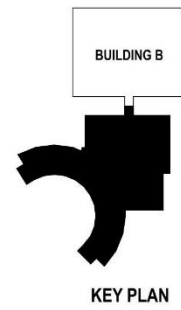
- ENTRANCE
- OUTDOOR GATHERING AREA
- PARENT DROP-OFF
- SCHOOL BUS DROP-OFF
- NEW VEHICLE ACCESS
- EXISTING VEHICLE ACCESS
- EXISTING PROPERTY LINES
- EXISTING BUILDINGS
- EXISTING ROADS
- NEW ASPHALT WALKWAYS
- NEW PARKING
- NEW PLANTING
- EXISTING GREEN
- EXISTING TREE COVER





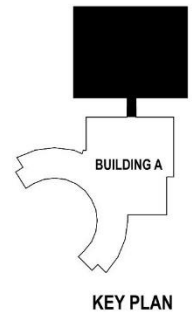
- 1 CLASSROOMS
- 2 CIRCULATION/ FACILITIES
- 3 CTS/ CLEAN LAB/ KITCHEN/
FOODS/ WOODS
- 4 WRAP AROUND SPACE
- 5 ELDERS
- 6 BREAKOUT
- 7 PARENT
- 8 ADMINISTRATION
- 9 CREE LIBRARY
- 10 FLEX SPACE/ MULTIPURPOSE/ ACTIVITY SPACE
- 11 MULTI-PURPOSE/ CENTRAL GATHERING
- 12 MECHANICAL/ UTILITY SPACE

BUILDING A - MAIN FLOOR

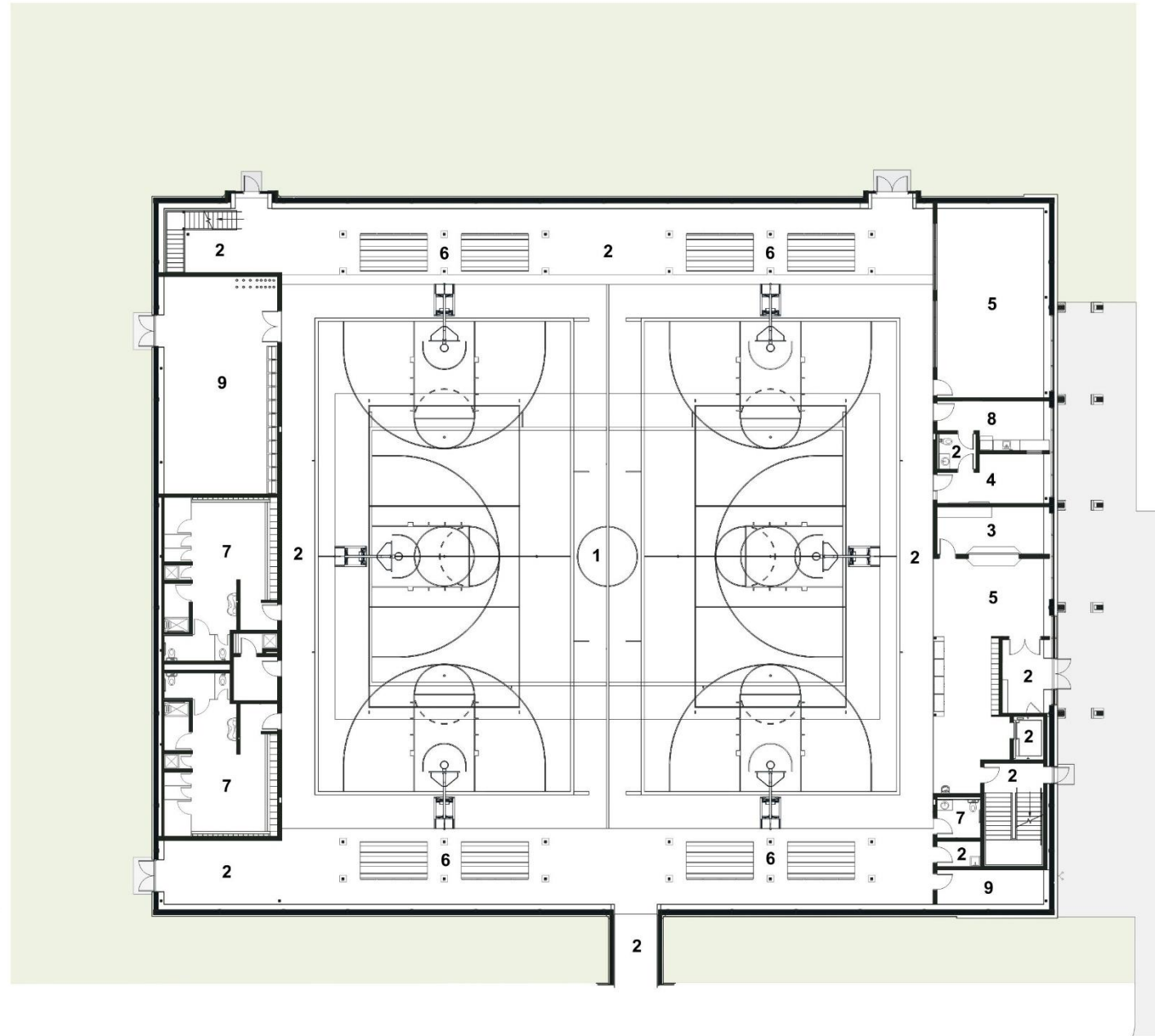


- 1 CLASSROOMS
- 2 CIRCULATION/ FACILITIES
- 3 CTS/ CLEAN LAB/ KITCHEN/
FOODS/ WOODS
- 4 WRAP AROUND SPACE
- 10 FLEX SPACE/ MULTIPURPOSE/ ACTIVITY SPACE
- 12 MECHANICAL/ UTILITY SPACE
- 13 OUTDOOR CLASSROOM

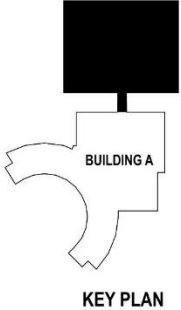
BUILDING A - SECOND FLOOR



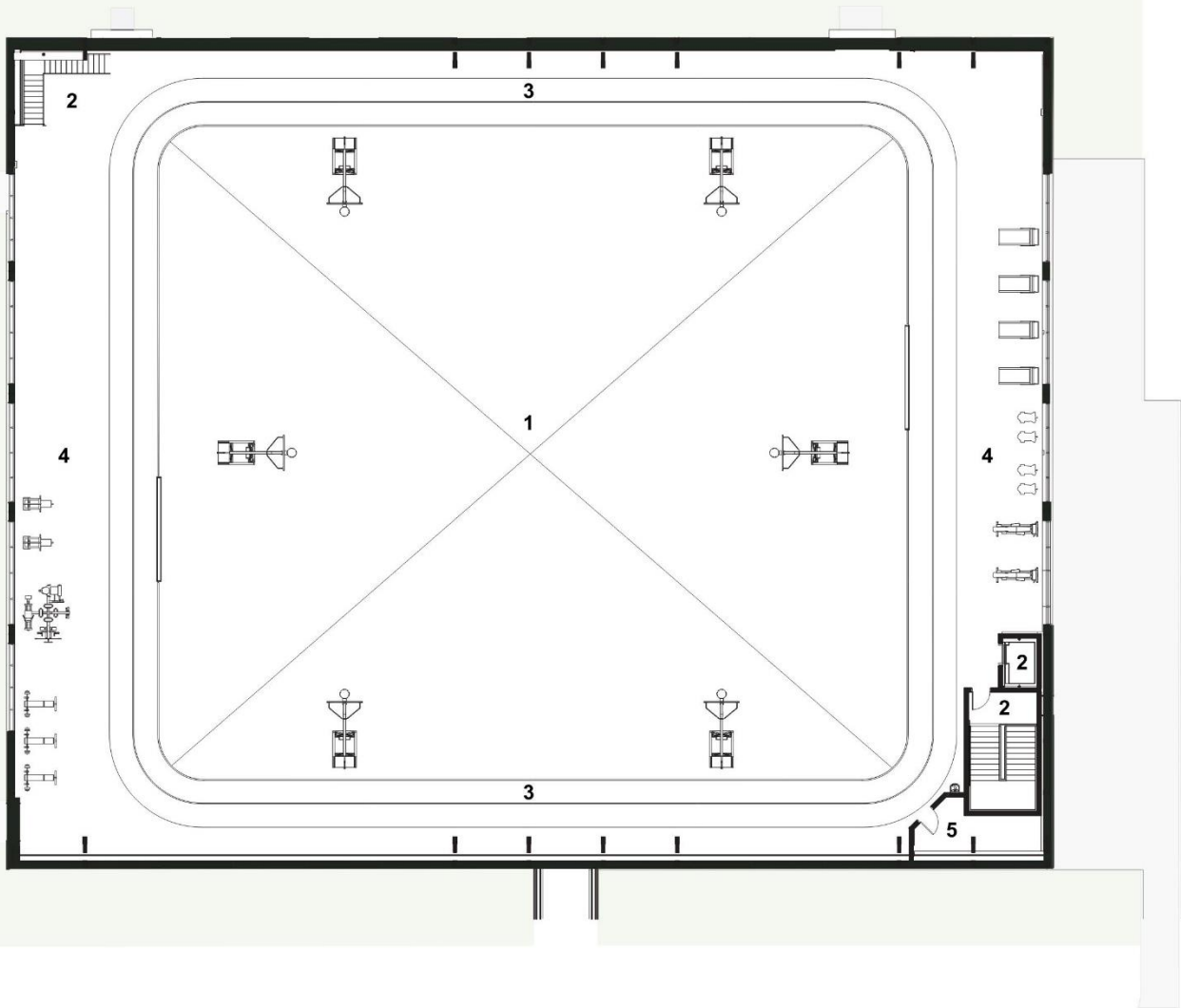
- 1 GYMNASIUM
- 2 CIRCULATION/ FACILITIES
- 3 POS/ RECEPTION
- 4 OFFICE
- 5 FLEX SPACE/ MULTIPURPOSE/ ACTIVITY SPACE
- 6 BLEACHERS
- 7 CHANGE ROOMS
- 8 MEDICAL
- 9 STORAGE



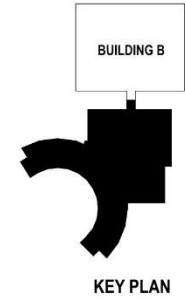
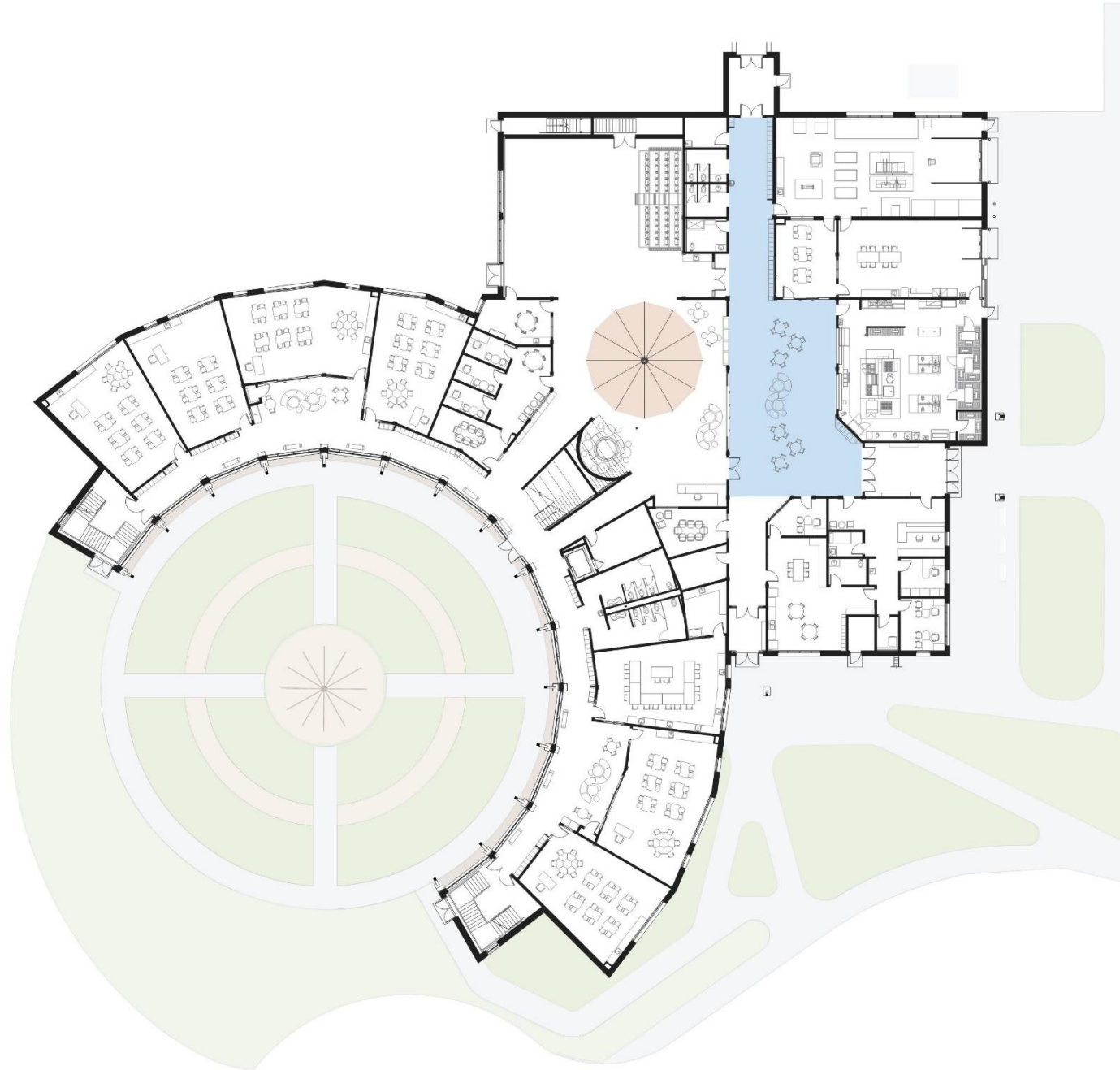
BUILDING B - MAIN FLOOR



- 1 GYMNASIUM
- 2 CIRCULATION/ FACILITIES
- 3 RUNNING TRACK
- 4 FITNESS
- 5 STORAGE

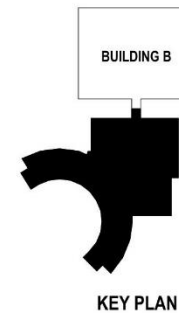
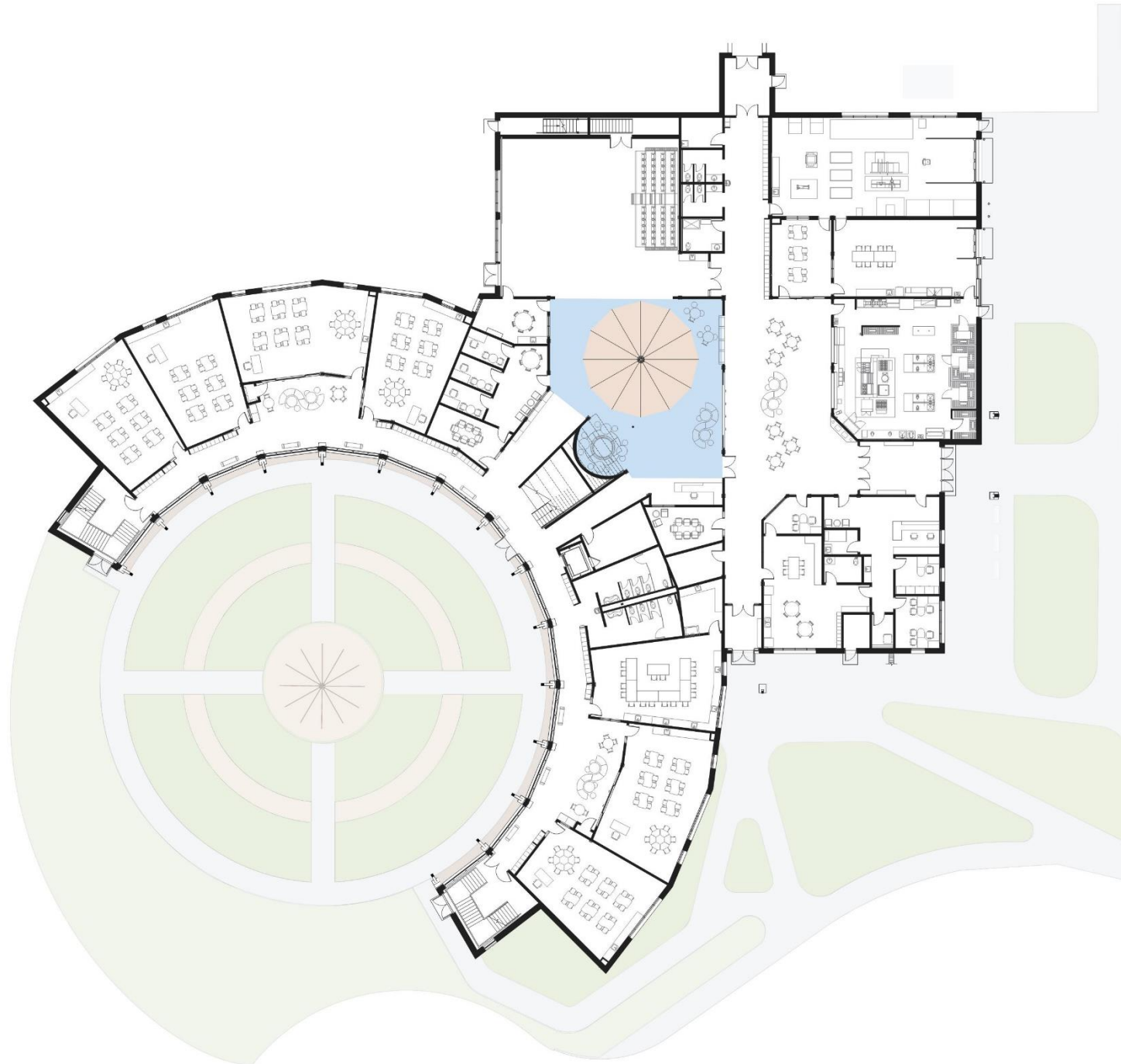


BUILDING B - SECOND FLOOR



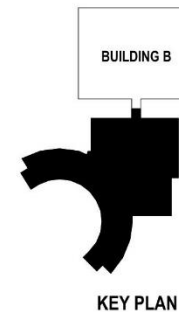
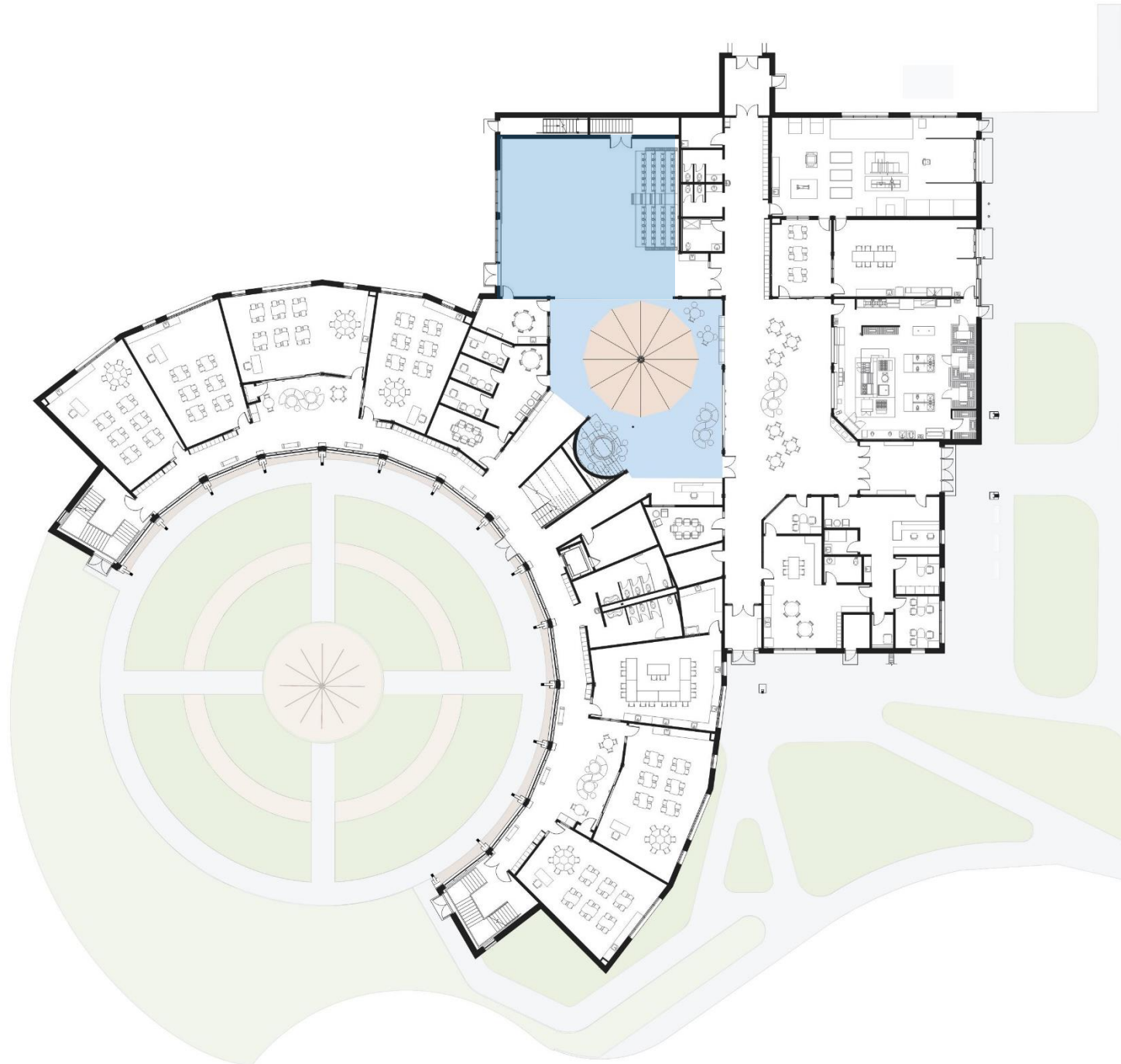
BUILDING A - MAIN FLOOR





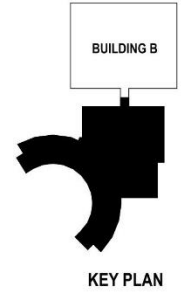
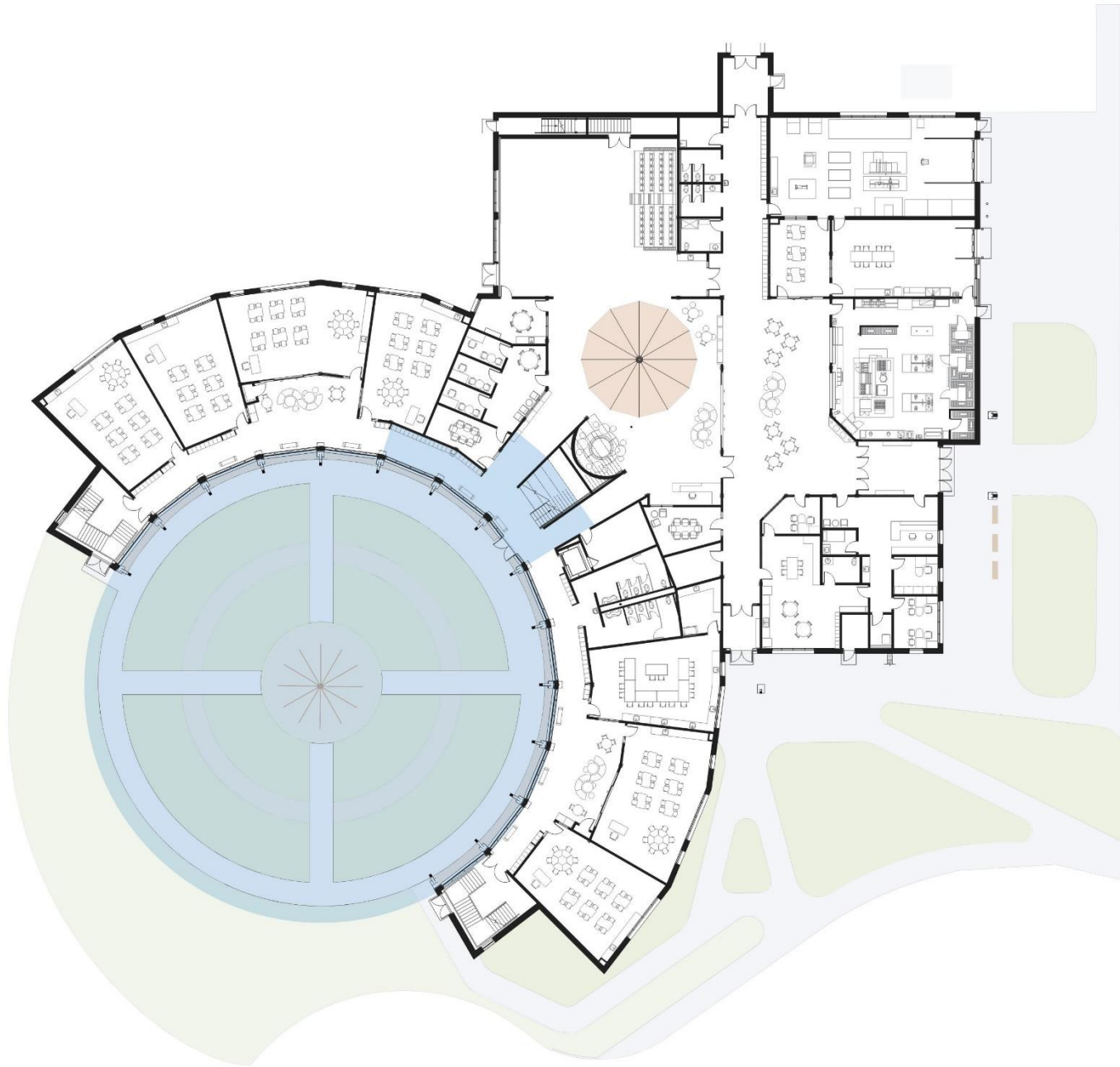
BUILDING A - MAIN FLOOR





BUILDING A - MAIN FLOOR



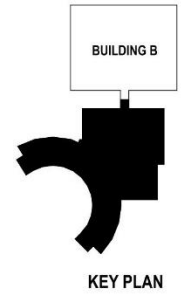


BUILDING A - MAIN FLOOR



↑ ELEVATOR CREE SYLLABICS
→ ADMINISTRATION CREE SYLLABICS
→ GYMNASIUM CREE SYLLABICS
WASHROOMS CREE SYLLABICS
LIBRARY CREE SYLLABICS
→ MULTI-PURPOSE ROOM CREE SYLLABICS

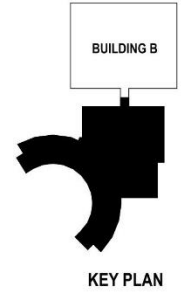




BUILDING A - MAIN FLOOR

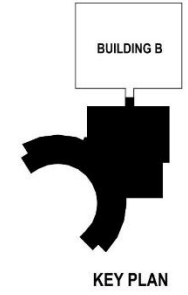
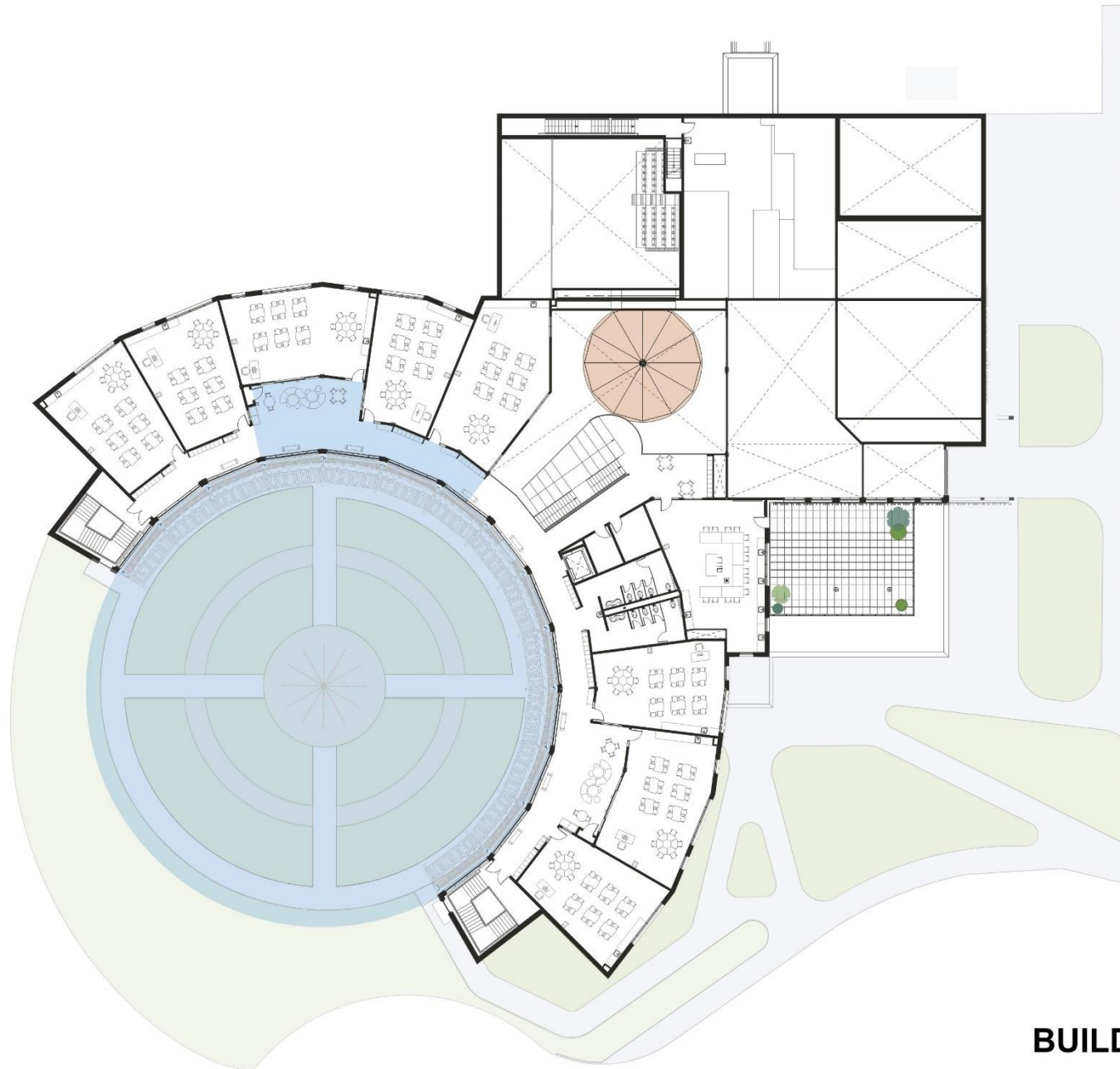


SOUTH INLAND LAKE



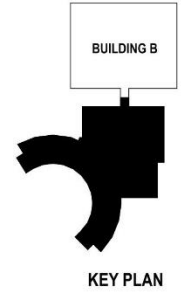
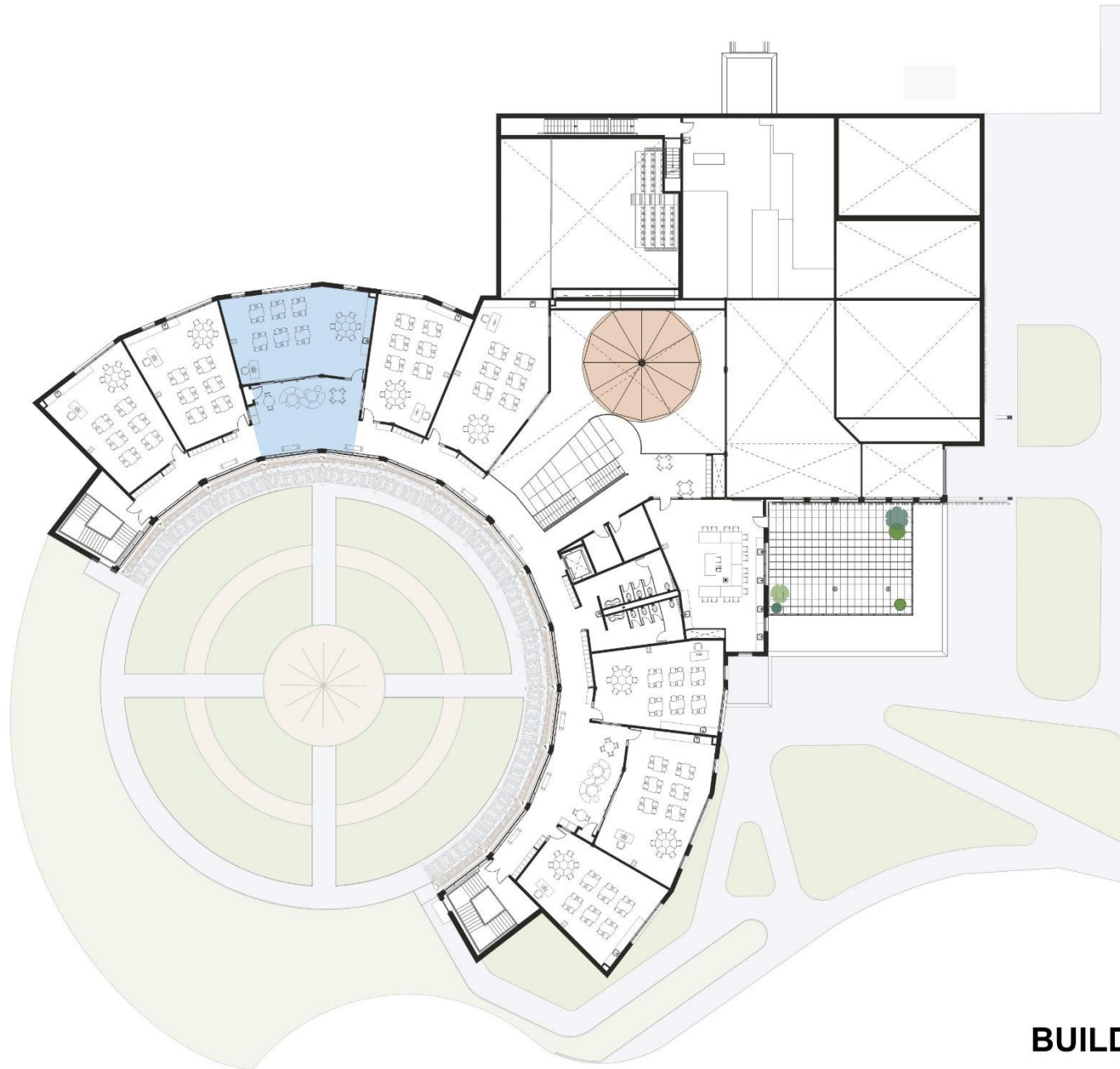
BUILDING A - MAIN FLOOR





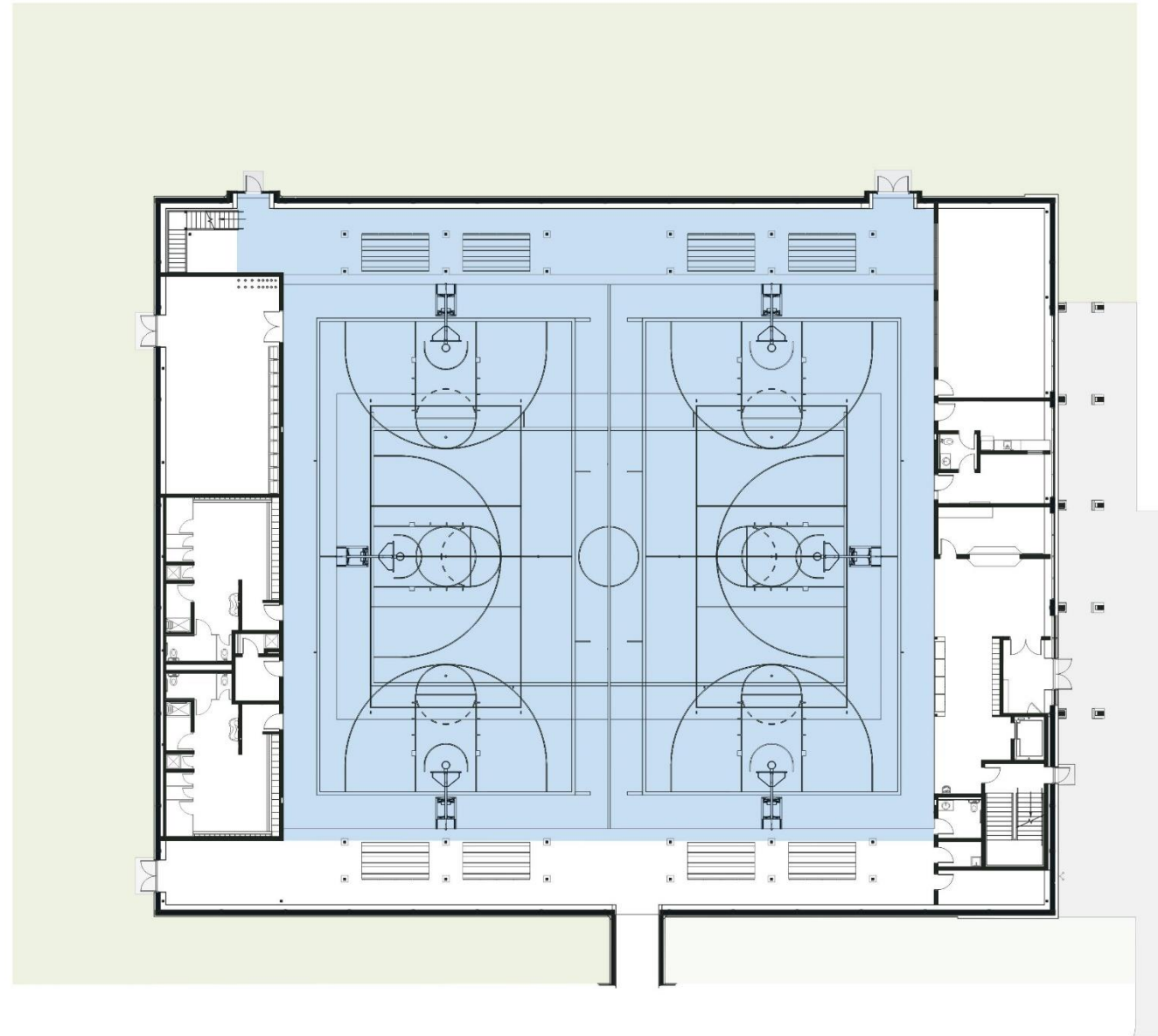
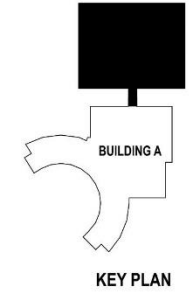
BUILDING A - SECOND FLOOR





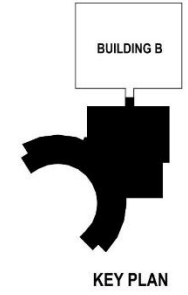
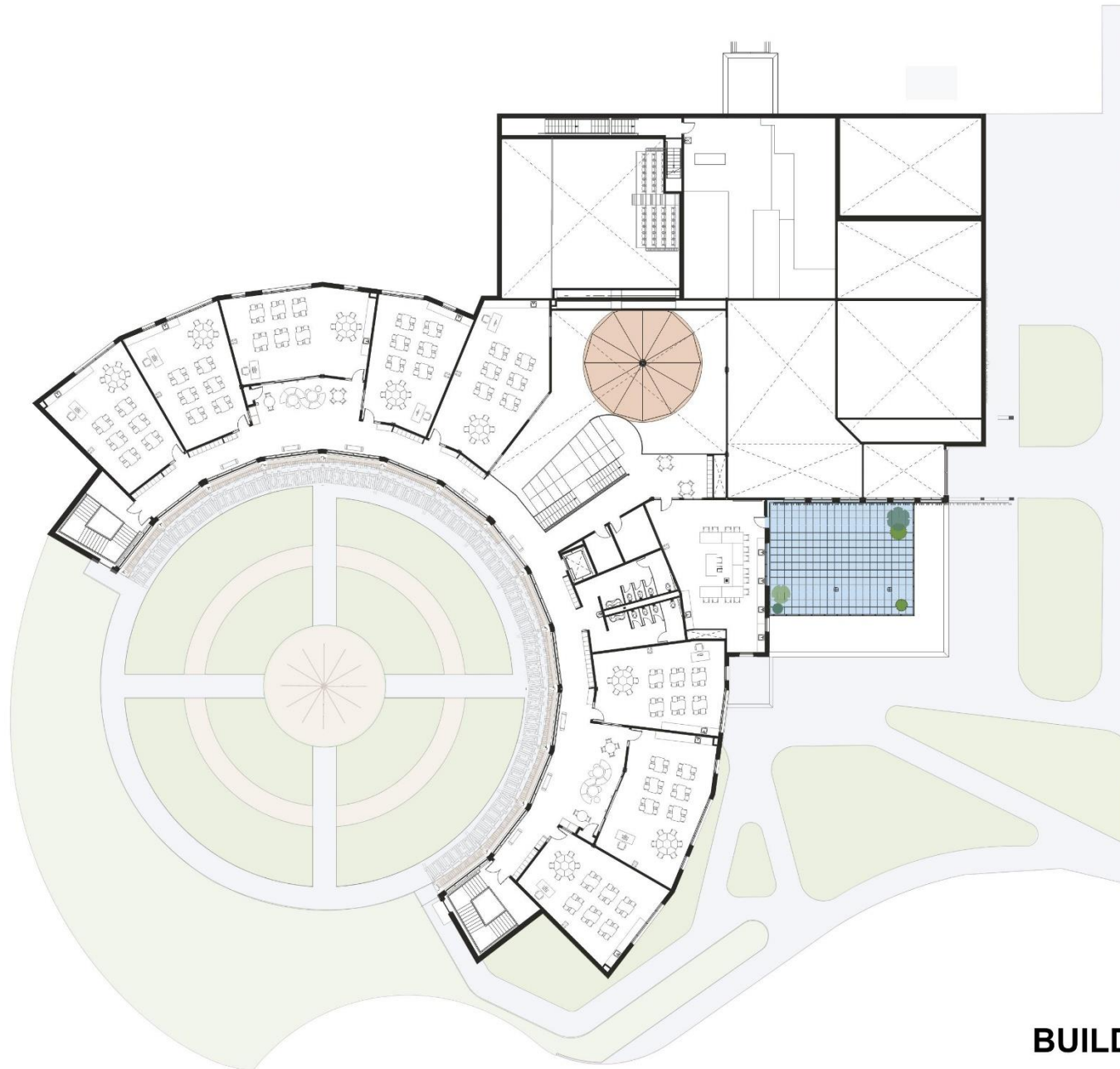
BUILDING A - SECOND FLOOR



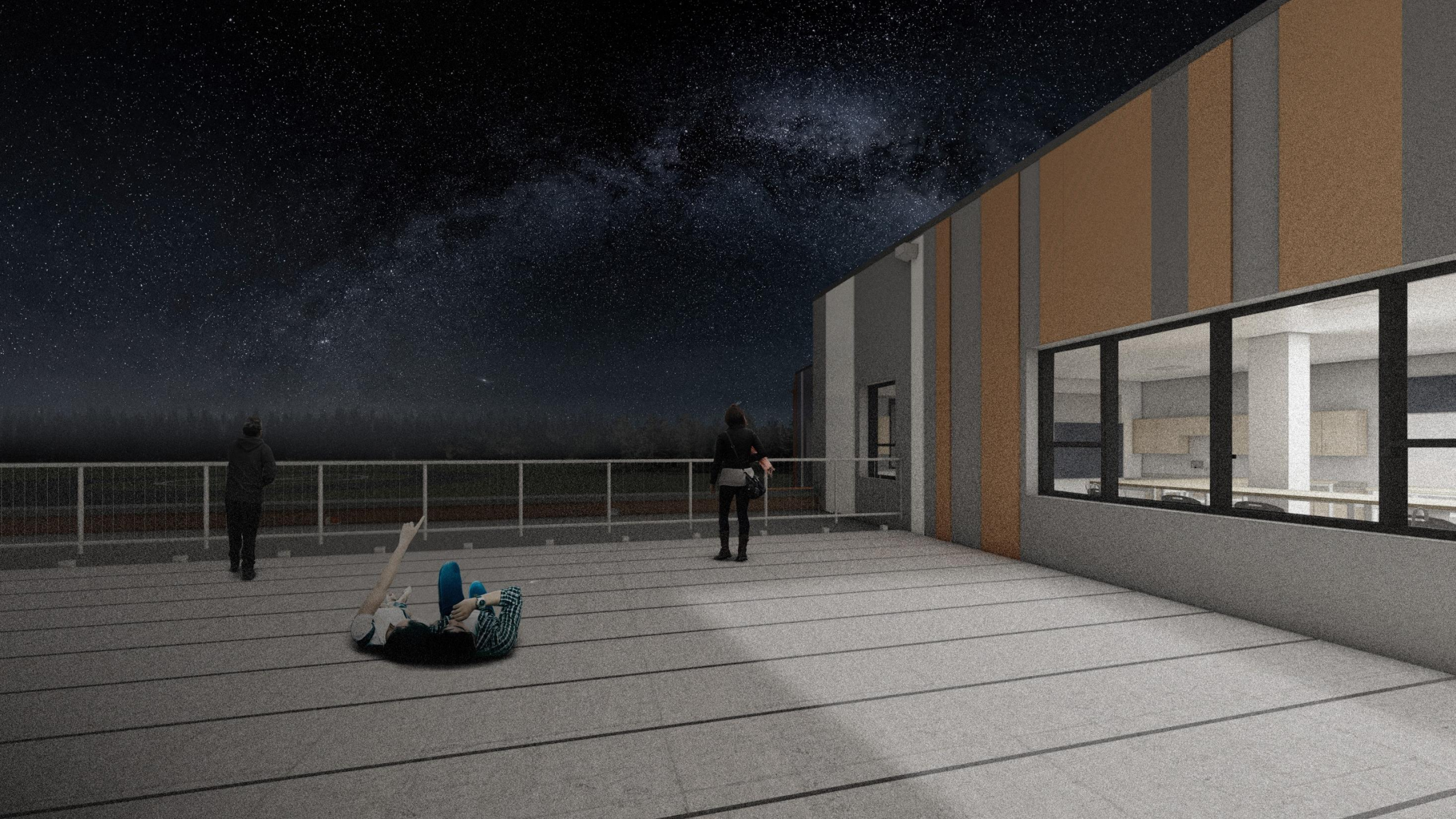


BUILDING B - MAIN FLOOR





BUILDING A - SECOND FLOOR





BIGSTONE
CREE NATION
ATHLETIC
PAVILION







Thank-you

