

Braiding Learning: A Teaching Framework Reimagined

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Project Description:

Traditional Indigenous stories and knowledge have been passed from generation to generation, with elders, traditional knowledge keepers and teachers consistently recognized and honoured for their gifts and sharing. In this way, we would like to begin by honouring the educators who have shared their knowledge on Indigenous Pedagogical practices and Traditions, which are foundational to this framework. Their contributions and willingness to share their expertise have been indispensable to the development of this framework. Without their scholarly work this framework would not have been possible.

The knowledge within this framework comes from the hard work of many generations passing down knowledge and shared by the following educators and scholars within their written or oral insights:

Richard Wagamese

Leane Simpson

Jo-Ann Archibald

Nicole Bell

Sara Florence Davidson & Robert Davidson

James Vukelich

Margaret Noodin

Albert Marshall

Shawn Wilson

Elder Lillian Pitawanakwat

Dr. Pamela Rose Toulouse

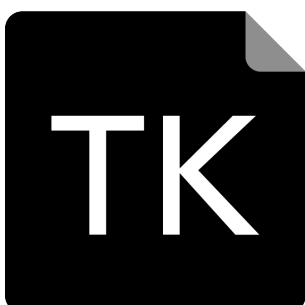
We pay special tribute to Bernie (Bernard) Leroux for his invaluable contributions to the development of Braiding Learning. Bernie was pivotal in the creation of this framework, ensuring that Indigenous perspectives remained at its core. His teachings on ceremony, cedar, and circular, wholistic learning have profoundly enriched the Centre for Teaching and Learning. This is one's for you Bernie.

The Braiding Learning Framework draws inspiration from the teachings of the Two-Row Wampum (Gaswéñdah), Two-Eyed Seeing, and traditional concepts of peace and harmony. Reflecting the rich diversity of the education community, this framework is designed to integrate and harmonize various pedagogical practices, fostering an inclusive, engaging, and empowering learning environment for all. By weaving together different ways of knowing, the framework supports the creation of safer and more collaborative educational spaces that honours both cultural and academic excellence within lifelong learning.

The Framework is built from knowledge which engages the Potlach as Pedagogy: Learning through Ceremony, sk'ad'a Principles, the Science of Learning, the four "R"s, Bloom's Taxonomy, and is held together by the Wholistic Medicine wheel, the four Medicines (Tobacco, Sweetgrass, Sage, Cedar), and the Seven Grandfather Teachings, intertwined with lessons from the land such as circular learning and teachings from Richard Wagamese about the Sacred Breath, and Water.

Braiding Learning is a framework created to support Durham College's (DC) participation in reconciliation and the integration of pedagogical evidence-based practices. Its intent is to support DC by braiding together inclusive practices in all areas of education. The aim is for it to be versatile and adaptable for various uses to create meaningful and diverse learning environments which are trauma-informed, inclusive and wholistic, keeping student wellness at the centre.

Project Notices



Traditional Knowledge Notice

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