

CURRICULUM VITAE

Dwayne Donald, Ph.D.

Professor
Tier 1 Canada Research Chair
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Awards, Scholarships and Nominations

- 2023 **Invited keynote speaker University of Calgary's *ii' taa'poh'to'p* Indigenous Strategy 6th Anniversary Event**, November 28, Calgary
- Invited keynote speaker First Nations Educator's Conference**, February 1, Calgary
- 2022 **Invited speaker University of the Fraser Valley, President's Leadership Lecture Series**, October 19, Abbotsford, British Columbia
- Invited speaker Queen's University, Faculty of Education**, May 10, Kingston, Ontario
- Invited keynote speaker Aboriginal Education Research Forum**, May 3, Winnipeg
- Invited speaker (with C. Chambers and E. Hasebe-Ludt)**, April 11, Werklund School of Education, Office of Research, University of Calgary
- Herbert T. Coutts Distinguished Service Award** – Canadian Society for the Study of Education
- Invited speaker Dean's Lecture Series**, February 17, University of Manitoba, Winnipeg
- 2021 **Tier 1 Canada Research Chair** Reimagining teacher education with Indigenous wisdom traditions

- 2020 **Invited speaker Sustainability Lecture Series**, January 23, University of Alberta, Edmonton
- 2019 **Inducted into Hall of Fame**, June 5, Strathcona High School, Edmonton
- Invited keynote speaker Canadian Society for the Study of Adult Education Conference**, June 1, University of British Columbia, Vancouver
- 2018 **Invited speaker Annual Gallop-Dickson Indigenous Education Lecture**, November 19, Bishop's University, Lennoxville
- Invited speaker Whisperings of the Land Speaker Series**, February 27, University of Regina
- 2017 **Invited keynote speaker IDEAS 2017: Leading Education Change Conference**, May 5, University of Calgary
- Invited speaker Indigenous Pedagogy Circle series**, October 23, University of British Columbia, Vancouver
- Invited keynote speaker Indigenous Cultures on Campus: Building a Canadian Collaboratory**, November 7, University of Manitoba, Winnipeg
- Invited speaker National Model United Nations Conference** hosted by Concordia University of Edmonton, November 21, Banff Centre, Alberta.
- 2016 **Alberta Teachers' Association Educational Research Award**. *The Indigenous Students: A Youth Exchange through Arts and Technology—Stories of Culture, Identity, Community and Place* with D. Conrad
- 2015 **Invited speaker Green College Lecture Series**, February 23, University of British Columbia, Vancouver
- Invited keynote speaker International Association for the Advancement of Curriculum Studies Conference**, May 29, University of Ottawa
- 2013 **University of Alberta Human Rights Recognition Teaching Award** with C. Weber-Pillwax, E. Steinhauer and R. Sockbeson
- 2012 **Invited speaker Indigenous Education Seminar**, September 13, Hedmark University College, Norway
- 2011 **Invited speaker Federation of the Humanities and Social Sciences Big Thinking**

Lecture series, March 10, House of Commons, Ottawa

- 2010 **Eagle feather**. Aboriginal Role Models of Alberta Education Award
- 2010 **Alberta Teachers' Association Educational Research Award**. *Developing a Shared Understanding Among Community, School Staff and Children to Improve Mathematics Performance in a First-Nation School*. with F. Glanfield, G. Sterenberg.
- 2009 **Invited keynote speaker Provoking Curriculum Conference**, May 20, University of Ottawa

Canadian Association for Curriculum Studies - Outstanding Publication in Curriculum Studies Award

Donald, D. (2009). Forts, curriculum, and Indigenous Métissage: Imagining decolonization of Aboriginal-Canadian relations in educational contexts. *First Nations Perspectives*, 2(1), 1-24.

Canadian Association of Curriculum Studies Dissertation Award

Donald, D. (2009). *The pedagogy of the fort: Curriculum, Aboriginal-Canadian relations, and Indigenous Métissage*. (University of Alberta).

Phi Delta Kappa/Faculty of Education Doctoral Dissertation Award

Bacchus Graduate Research Prize. Faculty of Graduate Studies and Research, University of Alberta

- 2008 **University of Alberta President's Achievement Award**. *The Diversity Institute* with T. Carson, G. Richardson, and I. Johnston.

Alberta Teachers' Association Educational Research Award. *The Diversity Institute: A Collaborative Action Research Project in Pre-Service Teacher Education at the University of Alberta* with T. Carson, G. Richardson, I. Johnston.

- 2006 **Marie Louise Imrie Graduate Student Award**. Faculty of Graduate Studies and Research, University of Alberta.
- 2005 **Richard Sheridan Carson Graduate Scholarship for International and Intercultural Understanding**, Faculty of Education, University of Alberta.
- 2004 Social Sciences and Humanities Research Council of Canada (SSHRC) Canada Graduate Scholarships - **Doctoral Scholarship 2004-2007**
- 2003 **School of Graduate Studies Medal of Merit**, Faculty of Education, University of Lethbridge.

Teaching Experience

2021- present **Professor**, Department of Secondary Education, Faculty of Education, University of Alberta

2013-2021 **Associate Professor**, Department of Secondary Education, Faculty of Education, University of Alberta

2016-2019 **Associate Professor (Status Only)**, Department of Curriculum, Teaching and Learning, Ontario Institute for the Study of Education, University of Toronto

2007 - 2013 **Assistant Professor**, Department of Secondary Education, Faculty of Education, University of Alberta

Consultation

2024 January External reviewer of Indigenous Education Department, Faculty of Education, University of Victoria

2021 January-April Preparation of a report on the experiences of Indigenous educators working in public school settings for **The Alberta Teachers' Association**

2020 Nov- Guidance and support for curriculum development processes with staff of **Grande Yellowhead Public School Division**

2019 February-June Preparation of a report on sustainability of culture and language programming for **Tsuut'ina Department of Education (Tsuut'ina Nation)**

2018 Sept-May Guidance and support for curriculum development processes with staff of **Parkland School Division No. 70**

2017 January Discussion on the concept of ethical relationality with leadership from the **Calgary Board of Education**.

Graduate Teaching / Supervision

Completed Doctoral Supervision (4)

2021 Mandy Krahn. *Mental health, the sacred, and embodied wisdom: Contemplations on the wholeness and well-being of children*

2019 Zahra Kasamali. *Reconsidering difference: The curricular and pedagogical significance of holism*

2016 Mildred Masimira (co-supervised with Diane Conrad). *Co-creating a curriculum journey: A participatory exploration of how Zimbabwean immigrant youth in an urban Alberta community negotiate liminality in their lived experiences*

2013 Michelle Kilborn (co-supervised with Nancy Melnychuk). *(Re)conceptualizing curriculum in (physical) education: Focused on wellness and guided by wisdom*

Ongoing Doctoral Supervision (6)

Karen Pheasant Educational Policy Studies University of Alberta

Dale Saddleback Secondary Education University of Alberta

Karen West, Secondary Education University of Alberta

Etienna Moostoos- Lafferty, University of Alberta

Megan Tipler, University of Alberta

Mary Pinkoski, University of Alberta

Membership on Supervisory and Examining Committees

(19 completed) Doctoral Supervisory Committees

(24 completed) Doctoral Examining Committees

(8 ongoing) Doctoral Supervisory committees

Doctoral Committee External Examiner (18)

1. Kaitlyn Purcell (2024). *Luk'e (Spring/Childhood): Look for the Returning Dream*. Doctoral dissertation: University of Calgary.
2. Meredith Rusk (2023). *Transforming education and educators: Validating Indigenous knowledge in principle and practice*. Doctoral dissertation: University of British Columbia (Okanagan)
3. Meredith Lemon (2022). *Unearthing ecologically unsustainable root metaphors in BC Education: A transformative inquiry into educator and curricular discourses*. Doctoral dissertation: University of Victoria.
4. Kenneth Wilson (2022). *Walking and thinking: Critical reflections on "Walking the Bypass: A Meditation on Place."* Doctoral dissertation. University of Regina.
5. Heather Bensler (2022). *Re-storying the past: Transforming the white settler colonial stories that formed us*. Doctorate of Education (EdD) dissertation. University of Calgary.
6. Ryan Koelwyn (2022). *Relationality over coloniality: An inquiry into decolonizing settlerisms with Indigenous futurisms*. Doctoral dissertation. York University.
7. Joanna Fraser (2022). *Earth dance and fire song: A journey towards transformative reconciliation in nursing education*. Doctoral dissertation, Simon Fraser University.
8. Marc Kuly (2021). *Walking between worlds: The stories Indigenous inner-city young adults tell of school*. Doctoral dissertation, University of Manitoba.
9. Brenda Davis (2020). *Why study the traumatic past? The educational legacy of Canada's Truth and Reconciliation Commission (TRC): Exploring rationales for the inclusion of the history of Indian Residential Schools in the curriculum*. Doctoral dissertation, University of British Columbia.

10. Alexa Scully (2018). *Whiteness and land in Indigenous education in Canadian teacher education*. Doctoral Dissertation. Lakehead University.
11. Gabrielle Lindstrom (2018). *Trauma and resilience in Aboriginal adult learners' post secondary experiences*. Doctoral Dissertation. University of Calgary
12. Margaret Wilson (2018). *"Hey, where can I go for help?": Aboriginal people and "Good Medicine" at an urban Aboriginal health agency*. Doctoral Dissertation. University of British Columbia.
13. Davina Rousell (2018). *To see and be seen: Indigenous theories of knowledge of racism and its mediation – The experience of nehiyaw/Cree youth and their community*. Doctoral Dissertation. Carleton University
14. Stacey Crooks (2016). *Family literacy and colonial logics*. Doctoral Dissertation. Ontario Institute for Studies in Education – University of Toronto.
15. Brooke Madden (2016). *Un(Becoming teacher of school-based Aboriginal Education: Early career teachers, teacher identity and Aboriginal education across institutions*. Doctoral Dissertation. University of British Columbia.
16. Laura Cranmer (2015). *Reclaiming Kwak'wala through co-constructing Gwanti'lakw's vision*. Doctoral Dissertation. University of British Columbia.
17. Alannah Young (2015). *Indigenous Elders' pedagogy for land-based health education programs: Gee-Zhee-Kan-Duk' cedar pedagogical pathways*. Doctoral Dissertation. University of British Columbia.
18. John Hansen (2010). *An exploration of Swampy Cree restorative justice*. Doctoral Dissertation University of Regina.

Completed Master's Thesis Supervision (2)

2018 Sara Solvey Master's Thesis, University of Alberta

Treaty Entanglements: Exploring the educational significance of Treaty understandings amongst Alberta preservice teachers

2021 Etienna Moostoos-Lafferty Master's Thesis, University of Alberta

Pihtikwe: Exploring Withness in Teacher Preparation and Development

Masters Thesis External Examiner (4)

2022 Makita Mikuliak's Master's Thesis: University of Lethbridge

Teachers' responses to the TQS5 and TRC in southern Alberta: Translations through relations

2014 Angela Grier Master's Thesis. University of Lethbridge.

Aistmatoom: The embodiment of Blackfoot prayer as wellness

2014 Heather Findlay Master's Thesis. University of Regina.

"Just a pepper in a bunch of salt": Aboriginal students' stories of school

2010 Favour Simoongwe Master's Thesis. University of Lethbridge.
Living in a culture of change: An inquiry into the learning experiences of new Sudanese students in Calgary schools

Completed Course-Based Masters Supervision (5)

2023 Megan Tipler
2020 Misty Underwood
2020 Serei Jeppesen
2019 Naim Cardinal
2019 Shaun Lafferty

Ongoing Thesis-Based Masters Supervision (2)

Sarah Christiansen
Kassia Zahoui

Graduate Courses Taught

EDSE 501 Significant Aboriginal Sites in the Edmonton Area: A Place-Based Curricular and Pedagogical Inquiry (*designed and taught course 1 time in partnership with the Canadian Indigenous Language and Learning Development Institute*)

EDSE 501 Indigenous Curriculum and Pedagogy (*designed and taught course 1 time*)

EDSE 501 Land, Place, Story: A Curricular and Pedagogical Inquiry (*designed course and taught 1 time in partnership with Blue Quills First Nations College*)

EDSE 503 Curriculum Foundations (*taught 4 times*)

EDSE 504 Curriculum Inquiry (*taught 5 times*)

EDSE 505 Introduction to Curriculum Studies (*taught 3 times*)

EDSE 603 Holistic Approaches to Life and Living (*designed the course with Elder Bob Cardinal of Maskekosikh Enoch Cree Nation and taught 5 times*)

EDSE 610 Notions of Knowledge and Knowing Doctoral Seminar (*designed and taught course 3 times*)

Undergraduate Teaching

EDU 211 Aboriginal Education and the Contexts for Professional Engagement (*co-designed the course and taught 8 times*)

EDSE 305 Curriculum and Teaching in Secondary School (*taught 1 time*)

EDSE 405 Introduction to Curriculum Studies (*taught 1 time*)

EDSE 409 Indigenous Curriculum and Pedagogy (*designed the course and taught 20 times*)

Other Teaching Assignments

1993-2003 Classroom teacher, Kainai High School, Kainai First Nation

Creative Works

'Holistic Approaches to Life and Living' Video Documentary

Donald, D. & Bell, A. (Producers/Directors). (2018).

Produced with the support of the Teaching and Learning Enhancement Grant from the Centre for Teaching and Learning at the University of Alberta. This 57 minute video documentary chronicles the experiences and creative works of students who participated in a unique full year course led by Elder Bob Cardinal of Maskekosikh Enoch Cree Nation (with the support of Dr. Dwayne Donald and Dr. Christine Stewart). The course is based on the Plains Cree 13 moon lunar calendar and is intended to guide students to engage with the wisdom teachings of holism which shapes and characterizes the patterns of life and living that have been followed in the northern plains region for millennia.

The film has been shown publically at the University of Alberta (Edmonton), Thompson Rivers University (Kamloops), MacEwan University (Edmonton) and to teachers and staff at Kitaskinaw School at Maskekosikh Enoch Cree Nation.

'ôtênaw' Film Documentary

McNally, C. (Producer/Director). (2017).

'ôtênaw' is a 40 minute film documenting the oral storytelling of Dr. Dwayne Donald, an educator from Treaty 6, Edmonton Canada. Drawing from nêhiyawak philosophies, he speaks about the multilayered histories of Indigenous peoples' presence both within and around amiskwacîwâskahikan, or what has come to be known as the city of Edmonton.

The filmmaker Conor McNally has screened ôtênaw at multiple film festivals and gatherings across Canada.

Publications

In Refereed Journals (10)

Donald, D. (2021). We Need a New Story: Walking and the wâhkôhtowin Imagination. *Journal of the Canadian Association for Curriculum Studies*, 18(2), 53-63.

Donald, D, Daniels, L, Wiseman, D, Low, B., Deer, S. (2018). Taking up the Calls to Action of the TRC in teacher education. *McGill Journal of Education*, 53(2), 202-206,

Latremouille, J. M., Bell, A., Kasamali, Z., Krahn, M., Tait, L., & Donald, D. (2016). Kistikwânihk êsko kitêhk: Storying Holistic Understandings in Education. *Journal of the Canadian Association for Curriculum Studies*, 14(1), 8-22.

Donald, D, Glanfield, F & Sterenberg, G. (2012). Living ethically within conflicts of colonial authority and relationality. *Journal of the Canadian Association for Curriculum Studies*, 10(1), 53-77.

Donald, D, Glanfield, F & Sterenberg, G. (Autumn, 2011). Culturally Relational Education in and With an Indigenous Community. *in education*, 17(3), 4 700 words.

Donald, D. (2012). Indigenous Métissage: A Decolonizing Research Sensibility. *International Journal of Qualitative Studies in Education*, 25(5), 533-555.

Donald, D (2009, Spring). Forts, Curriculum, and Indigenous Métissage: Imagining Decolonization of Aboriginal-Canadian Relations in Educational Contexts. *First Nations Perspectives: The Journal of the Manitoba First Nations Education Resource Centre*, 2 (1), 1-24.

Johnston, I., Carson, T., Richardson, G., Donald, D., Plews, J. & Kim, M. (2009). Awareness, Discovery, Becoming, and Debriefing: Promoting Cross-Cultural Pedagogical Understanding in an Undergraduate Education Program. *Alberta Journal of Educational Research*, 55(1), 1-17.

Donald, D. (2004). Edmonton Pentimento: Rereading History in the Case of the Papaschase Cree. *Journal of the Canadian Association for Curriculum Studies*, 2(1), Spring, 21-54.

Donald, D., Hasebe-Ludt, E., & Chambers, C. (2002). Creating a Curriculum of Métissage. *Educational Insights*, 7(2).

Chapters in Books (14)

Donald, D. (2024). We need a new story: Walking and the wâhkôhtowin imagination. In T. Jeffreys (Ed.). *Walking: Documents of Contemporary Art*. London: White Chapel & MIT Press, pp. 25-34.

Donald, D. (2022). Postcolonial Indigenous Research. In Karyn Cooper and Robert E. White (Eds.). *Qualitative Research in the Post-Modern Era: Critical Approaches and Selected Methodologies*. Cham, Switzerland: Springer, pp. 471-479.

- Glanfield, F., Sterenberg, G., with Donald, D. (2020). Understanding the landscape of culturally responsive education within a community-driven mathematics education research project. In C. Nicol, J. Archibald Q'um Q'um Xiem, F. Glanfield, & A. J. Sandy Dawson (Eds.). *Living culturally responsive mathematics education with/in Indigenous communities*. Leiden, The Netherlands: Brill /Sense, pp. 71-90
- Donald, D. (2019). Homo economicus and forgetful curriculum: Remembering other ways to be a human being. In S. Styres, H. Tomlins- Jahnke & S. Lilly (Eds.). *Indigenous education: New directions in theory and practice*. Edmonton: University of Alberta Press, pp. 103-125.
- Donald, D. (2019). Place. In Wearing, J., Ingersoll, M., DeLuca, C., Bolden, B., Ogden, H., & Christou, T. M. (Eds.). *Key Concepts in Curriculum Studies: Perspectives on the Fundamentals*. New York: Routledge, pp. 156-162.
- Donald, D., Conrad, D., & Krahn, M. (2018). Provoking understanding through community mapping curriculum inquiry. In E. Hasebe-Ludt & C. Leggo (Eds.). *Canadian Curriculum Studies: A Métissage of Inspiration/Imagination/Interconnection*. Toronto: Canadian Scholars Press, pp. 18-20.
- Donald, D. (2016). From what does ethical relationality flow? An *Indian Act* in three artifacts. In J. Seidel & D. Jardine (Eds.). *The Ecological Heart of Teaching: Radical Tales of Refuge and Renewal for Classrooms and Community*. New York: Peter Lang, pp. 10-16.
- Donald, D, & Krahn, M (2014). Abandoning pathologization: Conceptualizing Indigenous youth identity as flowing from communitarian understandings. In S Steinberg & A Ibrahim (Eds.), *Critical Youth Studies Reader*. New York: Peter Lang, pp. 114-129.
- Donald, D. (2013). On making love to death: Plains Cree and Blackfoot wisdom. In M. Smith (Ed). *Transforming the academy: Essays on Indigenous education, knowledges, and relations*. Edmonton: University of Alberta, pp. 14-19
- Donald, D. (2012). Forts, curriculum, and ethical relationality In Ng-A-Fook, N. & Rottmann, J. (Eds.). *Reconsidering Canadian Curriculum Studies: Provoking Historical, Present, and Future Perspectives*. New York, New York: Palgrave Macmillan, pp. 39-46.
- Blood, N., Chambers, C., Donald, D. & Hasebe-Ludt. E. (2012). aoksisowaato'p: Place and story as organic curriculum In Ng-A-Fook, N. & Rottmann, J. (Eds.). *Reconsidering Canadian Curriculum Studies: Provoking Historical, Present, and Future Perspectives*. New York, New York: Palgrave Macmillan, pp. 47-82.

- Donald, D. (2012). Forts, colonial frontier logics, and Aboriginal-Canadian relations: Imagining decolonizing educational philosophies in Canadian contexts. In A. Abdi (Ed). *Decolonizing Philosophies in Education*. Rotterdam/Boston/Taipei: Sense Publishers, 91-111.
- Donald, D. (2009). The curricular problem of Indigenoussness: Colonial frontier logics, teacher resistances, and the acknowledgment of ethical space. In J. Nahachewsky and I. Johnston (Eds.). *Beyond Presentism: Re-Imagining the Historical, Personal, and Social Places of Curriculum*. Rotterdam/Boston/Taipei: Sense Publishers, 22-39.
- Chambers, C., Hasebe-Ludt, E., Donald, D., Hurren, W., Leggo, C. & Oberg, A. (2008). Métissage. In A. Cole (Ed). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, CA: Sage Publications, 141-153.

Conference Proceedings (2)

- Donald, D. (2005). The Museumization of Papamihaw Asiniy. Submitted proceedings for the *One Vision-Many Voices: Cross-cultural/Antiracism Education Conference 2005*, 86-91
- Thompson, L., Taylor, E., Slomp, D., Nellis, R., Fuite, J., Agrey, L. & Donald, D. (2004). Teachers as Public Intellectuals: The Ever-Changing Landscape of Teacher Education. Submitted proceedings from the annual conference of *The Western Canadian Association for Student Teaching (WESTCAST) 2004*, 170-174.

Book Reviews (1)

- Donald, D. (October 2006). Canada and Its Indigenous Peoples: Resistance or Engagement? Review of Alfred, T. (2005). *Wasáse: Indigenous Pathways of Action and Freedom* and Turner, D. (2006). *This Is Not a Peace Pipe: Towards a Critical Indigenous Philosophy* in *Literary Review of Canada*, 14(8), 8-10.

Other Publications and Non-Print Resources (17)

- Donald, D. (Interviewee) with N. Ngafook and S. Hurley (Interviewers)(2021, March 29). *voicEd Radio*. Walking and the wâhkôhtowin imagination. Retrieved from: https://voiced.ca/podcast_episode_post/walking-and-the-wa%CC%82hko%CC%82htowin-imagination-ft-dwayne-donald/
- Donald, D. (2020, November 3). Leaked Alberta school curriculum in urgent need of guidance from Indigenous wisdom teachings. *The conversation*. Retrieved from: <https://theconversation.com/leaked-alberta-school-curriculum-in-urgent-need-of-guidance-from-indigenous-wisdom-teachings-148611>

- Donald, D. (Interviewee) with N. Ngafook. (Producer) (2020, January). Fooknconversation: Talking about “academicky” stuff with Dwayne Donald. [Audio Podcast]. Retrieved from https://voiced.ca/podcast_episode_post/dwayne-donald/
- Donald, D. (2020). *Homo economicus and forgetful curriculum: Remembering other ways to be a human being*. Lecture given as part of the Sustainability Lectures. Hosted by the Sustainability Council, University of Alberta. Edmonton. Retrieved from <https://www.youtube.com/watch?v=VM1J3evcEyQ>
- Donald, D. (2019). *kikway e-nohte ohpinaman? Holism as pedagogical guide*. Lecture given as part of the Whisperings of the Land Indigenous Speaker Series. Hosted by the Faculty of Education, University of Regina. Retrieved from https://www.youtube.com/watch?v=xFlfOz_2iPM
- Donald, D. (Interviewee) with C. Haley. (Producer) (2018, August). Intersection Education: Toward Better Teaching and Learning. Dr. Dwayne Donald – Indigenous Perspectives. [Audio Podcast]. Retrieved from <https://share.transistor.fm/s/d77fd274>
- Donald, D. (2018, May). Canadian education and Indigenous peoples. *Open Access Government*, pp. 312-313. Retrieved from <https://edition.pagesuiteprofessional.co.uk/html5/reader/production/default.aspx?pubname=&edid=558600cb-8de9-4616-9242-f8f3b41da315>
- Donald, D and R. Big Head. (2017). *Indigenous knowledge and socioecological systems*. Seminar on Transdisciplinary Approaches to Integrating Policy and Science for Sustainability. Hosted by the Inter-American Institute of Global Change Research. Banff Centre, Alberta. Retrieved from <https://www.youtube.com/watch?v=LZv8vpThtWk&t=1258s>
- Donald, D. (2015). *History of the Papaschase Cree*. (33 minutes). [Film]. In J. Gondziola (Ed.). *Sharing Spirits*. Edmonton, Alberta: J. Gondziola. Retrieved from <https://vimeo.com/121502746>
- Donald, D. (2014). Honouring life and sacred ecology. *Alberta Teachers' Association Magazine*, 95(1). (560 words)
- Donald, D. (2013). Teachers, Aboriginal perspectives, and the logic of the fort. *Alberta Teachers' Association Magazine*, 93(4). (1 028 words)
- Donald, D. with University of Alberta students (2012). *Beyond a pedagogy of fort*. (28 minutes 47 seconds). [Film] In Alberta Education-Learn Alberta. Edmonton: [Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum](#) web resource for educators.

Retrieved from

https://www.learnalberta.ca/content/aswt/indigenous_pedagogy/#observing-practice-beyond_a_pedagogy_of_fort

Donald, D (2011). *On making love to death: Plains Cree and Blackfoot wisdom*. [On-line]. In Equity Matters - FEDCAN Blog. Ottawa, Ontario: Canadian Federation for the Humanities and Social Sciences. (1 550 words)

Donald, D. (March, 2011). *On what terms can we speak? Aboriginal-Canadian relations as an educational priority*. Big Thinking on the Hill Speaker Series. Hosted by the Canadian Federation for the Humanities and Social Sciences. Ottawa, Ontario.

Donald, D. (October, 2010). *Aboriginal place-stories, curricular topographies, and imagined geographies of citizenship*. Making History/Faire L' Histoire Speaker Series, University of Ottawa.

Donald, D. (2009). *The pedagogy of the fort: Curriculum, Aboriginal-Canadian relations and Indigenous Métissage*. (Unpublished doctoral dissertation). University of Alberta, Edmonton.

Donald, D. (2004). Papaschase. In L.Goyette and C. Roemmich (Eds.) *Edmonton: In Our Own Words*. Edmonton: University of Alberta Press, 382-385.

Donald, D. (2003). *Elder, student, teacher: A Kainai curriculum métissage*. (Unpublished Master's thesis). University of Lethbridge, Canada.

Presentations

Invited (50)

2022 (May). *Unlearning colonialism and renewing kinship relations*. Faculty of Education. Queen's University. Kingston, Ontario.

(April). *Métissage as praxis: Braiding our place within the family of things*. Werklund School of Education Research Office, University of Calgary. (with C. Chambers and E. Hasebe-Ludt)

2021 (March). *mâmawiw wihcayâmitowin: Together on this land*. Symposium on the impact of multiculturalism on public education. University of Alberta, Edmonton. (with D. Saddleback)

2020 (June). *Unlearning colonialism*. Imagining Virtual Symposium: Reconciling Pedagogies. Hosted by McGill University, Montreal.

(June). *Holism, ethical relationality, and healing*. Webinar hosted by the First Nations with Schools Collective, Ontario.

(March). *Holistic approaches to life and living*. Preconference Session - Think Indigenous International Education Conference. Maskekosikh Enoch Cree Nation, Alberta. (with Elder Bob Cardinal)

(February). *Reconciling pedagogies: Accounts from places across Canada*. Panel presentation hosted by the Faculty of Education, University of British Columbia-Okanagan. Kelowna, BC. (with N. Ngafook, S. Styres, J. Hare, W. Cohen & M. Macintyre Latta).

2019 (August) *Unlearning colonialism and healing communities*. Faculty Retreat Keynote. Concordia University. Edmonton, Alberta.

(July) *Unlearning colonialism: Holism and ethical relationality as cultural forms that can heal us*. Reading, Writing, Storytelling, Viewing: Researching How Cultural Forms Support Reconciliation Symposium. MacEwan University. Edmonton, Alberta.

(May) *Truth and Reconciliation in Canada: The educational challenge to repair Indigenous-Canadian relations*. Invited guest lecture - Universita di Napoli, Italy.

(March). *Holistic approaches to life and living*. Preconference Session - Think Indigenous International Education Conference. Maskekosikh Enoch Cree Nation, Alberta. (with Elder Bob Cardinal)

(January). *Holistic approaches to life and living*. King's University Interdisciplinary Studies Conference 'Rooted in place: The city of Edmonton.' (with Elder Bob Cardinal)

2018 (February). *Colonization: Grappling with truths*. Panel discussion as part of Interdisciplinary Dialogue: Journey to Reconciliation project, MacEwan University. Edmonton, Alberta. (with S. Venne and J. Makokis)

(October). *Curriculum, holism and ethical relationality*. Faculty of Education and Social Work Coyote Project Lecture Series. Thompson Rivers University. Kamloops, BC.

2017 (October) *Kikway enote ohpinaman? Holism as pedagogical guide*. Indigenous Pedagogy Circle Series University of British Columbia. Vancouver.

(May) *Curriculum, citizenship, and sacred ecology: A call for "real people."* University of Calgary and Galileo Education Network – IDEAS Conference. Calgary, Alberta.

(March) *Ensuring First Nations, Metis and Inuit education for all students*. College of Alberta School Superintendents and Alberta Education Annual Learning Conference. Edmonton, Alberta. (with Dr. Noella Steinhauer).

(March) *Equality, imagination and sacred ecology*. MacEwan University: Equality – A Transdisciplinary Undergraduate Conference on Achieving Equity. Edmonton, Alberta. March 2017. (with Elder Bob Cardinal).

(February) *Holistic approaches to life and living: One way to respond to the TRC's Calls to Action*. Augustana Campus - University of Alberta: Reconciliation and Decolonization Series. Camrose, Alberta. (with Elder Bob Cardinal).

2016 (May) *Addressing the Truth and Reconciliation Recommendations in education: K-12 and postsecondary responses and possible futures*. Panel presentation for Canadian Society for the Study of Education (CSSE), Canadian Society for the Study of Higher Education (CSSHE), and Canadian Society for the Study of Indigenous Education (CASIE). Calgary, Alberta. (with M. Battiste, K. Lamoureux, B. Stonechild, J. Ottmann).

(April) *Re-Visioning teacher education: Responding to the TRC Calls-to-Action*. Panel presentation for Symposium 2: TRC Calls to Action: Views from Elsewhere and Where Do We Go From Here? University of Manitoba, Winnipeg. (with M. Battiste and J. Hare)

2015 (May) *Curriculum, citizenship, and sacred ecology: A call for "real people."* Keynote address. International Association for the Advancement of Curriculum Studies (IAACS) Conference. University of Ottawa.

(March) *Reclaiming and re-Envisioning Indigenous identity*. Panel presentation. Journey to Reconciliation Youth Leadership Conference. Edmonton, Alberta.

(February) *Forts, Aboriginal-Canadian relations and ethical relationality*. Green College Lecture Series, University of British Columbia. Vancouver.

2014 (December) *Homo economicus and curriculum for survival*. University of British Columbia Faculty of Education and First Nations Longhouse. Vancouver.

(November) *Elder teacher medicine bosses: Naapi, Wisakecahk, and the 'lived' curriculum*. Keynote address. Alberta Teachers Association First Nations, Metis, and Inuit Education Council Conference. Tsuut'ina First Nation, Alberta.

(April) *Ethics and interpretations of Indigenous knowledge*. International Ethics Roundtable: Information Ethics and Global Citizenship. Hosted by the Centre for Global Citizenship Education and Research (CGCER). University of Alberta, Edmonton.

(February) *Witness comments*. Kindling Conversations Symposium: Weaving Indigenous Perspectives into the Werklund School of Education. University of Calgary.

- 2013 *Homo economicus and forgetful curriculum*. Canadian Association of Curriculum Studies (CACS) Annual President's Symposium. Canadian Society for the Study of Education (CSSE) Conference. University of Victoria, BC.

(February) *Beyond awareness: Enacting miyo wicitowin in teacher education*. Western Association of Deans of Education Conference. Courtenay, BC.

- 2012 (November) *The production and enforcement of Indigenous homelessness*. Trudeau Foundation Scholars Workshop – Beyond Bricks and Mortar: Aboriginal Housing, Homelessness, Space and Identity in Canada. University of Alberta. Edmonton.

(September) *Curriculum complexities: Canadian culture, Indigenous resurgence, and imagined geographies of citizenship*. Hedmark University College. Hamar, Norway.

- 2011 (June) *Indigenous sovereignty in relation to postcolonial understandings of Canada*. The John F. Kennedy Institute for North American Studies. Freie Universität Berlin. Germany

(May) *Enacting miyo-wicitowin*. Equity Panel presentation focused on Indigenous Knowledge and Indigenizing the Academy. Federation for the Humanities and Social Sciences of Canada. Congress of the Humanities and Social Sciences. University of New Brunswick, Fredericton.

(May) *Elder teacher medicine bosses: Naapi, Wisakecahk, and the 'lived' curriculum*. Canadian Association of Curriculum Studies (CACS) Annual President's Symposium. Canadian Society for the Study of Education (CSSE) Conference. University of New Brunswick, Fredericton.

(May) *Ecological imagination and curriculum for survival*. Alberta Education - Action on Curriculum Research Roundtable – Ways of Knowing. Calgary, Alberta.

- 2010 (July) *On what terms can we speak? Canadian-Aboriginal relations as a curricular and pedagogical imperative*. Faculty of Education Graduate Studies. University of Lethbridge.

- 2009 (July) *Peace and ecological imagination: Learning from land, place, and story*. Gandhi Institute 2009: Building Peaceful Communities. University of Alberta, Edmonton.

(May) *Forts, curriculum, and ethical relationality: Uncommon countenance as a relational problem*. National Panel Keynote Address: Provoking Curriculum Conference. University of Ottawa, Ontario.

- 2008 (November) *Reconsidering the universality of nation and nationality: Exploring Indigenous notions of land, citizenship, and nation*. Invited presentation for the Edmonton Regional Learning Consortium.
- (August) *The pedagogy of the fort*. Invited presentation at Alberta Education Social Studies Summer Institute, Edmonton.
- 2007 (May) *Aboriginal perspectives in the new social studies curriculum*. Invited presentation to Senior High social studies teachers, Edmonton Public Schools.
- (January) *Aboriginal curriculum perspectives*. Invited Presentation to Senior High social studies teachers. Edmonton Catholic School District.
- 2006 (December) *Aboriginal curriculum perspectives*. Invited Presentation to Junior High social studies teachers. Edmonton Catholic School District.
- (October) *Maps, place-stories, and Aboriginal citizenship: Curricular considerations*. Invited presentation and workshop for Edmonton Regional Learning Consortium.
- (April) *Maps, place-stories, and Aboriginal citizenship: Curricular considerations in the present tense*. Invited keynote address to teachers attending the Central Alberta Regional Consortium Workshop: Aboriginal Perspectives: Quest for Understanding. Maskwacis, Alberta.
- Placed-based multiculturalism*. Plenary Session Address. Multicultural Issues in Canada Conference. Ottawa, Ontario.
- 2005 (August) *Stories and places: Revealing the layers with/in artifacts*. Alberta Education Social Studies Summer Institute. Edmonton.
- (June) *Re-reading Aboriginal presence in Canada: Pentimento and métissage*. Canadian Association of Curriculum Studies Annual President's Symposium. Canadian Society for the Study of Education (CSSE) Conference. University of Western Ontario. London, Ontario.
- 2002 (August) *Teacher research: Doing métissage*. Invited presentation to teachers and administrators of the Kainai Board of Education. Kainai Nation, Alberta.
- (February) *Creating a curriculum of métissage: Translating performance to hypertext*. Faculty of Education Research Seminar Series. University of Lethbridge. (with C. Chambers, E. Hasebe-Ludt, and E. LaBaron)

- 2001 (December) *A Curriculum Dialogue on the Blood Reserve*. Invited presentation to teachers and administrators of Lethbridge School District No. 51. Crowsnest Pass, Alberta.

Peer-Reviewed Academic Conferences

- 2019 (June) *Collaborative dialogue on Indigenous roles in post-secondary institutions*. Panel hosted by the Canadian Association for the Study of Indigenous Education (CASIE). Canadian Society for the Study of Education (CSSE) Conference. University of British Columbia, Vancouver. (with D. Sumara, J. Ottmann & L. Morcom)
- (June) *Hopes and challenges of partnership development for reconciliation curriculum connections with three Indigenous schools*. Canadian Society for the Study of Education (CSSE) Conference. University of British Columbia, Vancouver. (with D. Saddleback, D. Conrad, E. Moostos & N. Burns)
- (June) *Decentring the Anthropocene*. Canadian Society for the Study of Education (CSSE) Conference. University of British Columbia, Vancouver. (with J. Seidel & J. Latremouille)
- (June) *Narrative métissage: Adults understanding their life stories through the relationality of history, memory, and experience*. Canadian Association for the Study of Adult Education (CASAE) Conference. University of British Columbia, Vancouver. (with E. Hasebe-Ludt & C. Etmanski)
- (June) *Moving beyond the colonial frontier logics in STE(A)M education: A dialogue between Indigenous peoples & allies on Turtle Island through critical-transdisciplinary heuristics*. Canadian Society for the Study of Education (CSSE) Conference. University of British Columbia, Vancouver. (with K. Czuy, M. Meadows, J. Adams & E-J Kim)
- (March). *Becoming human: Engaging the ethics of holism in curricular stories*. Provoking Curriculum Conference. University of Regina, Saskatchewan. (with J. Macdonald & Z. Kasamali)
- 2018 (May). *What the body remembers. A curriculum of wit(h)nessing*. Canadian Society for the Study of Education (CSSE) Conference. University of Regina, Saskatchewan. (with D. Basunan, A. Boffa & L. El-Sherif)
- (May) Panel on Truth & Reconciliation in teacher education. Hosted by the Canadian Association for Teacher Education (CATE). Canadian Society for the Study of Education (CSSE) Conference. University of Regina, Saskatchewan. (with J. Hare, M. Cappello & C. Haig-Brown)

- (May) *Being guided by an Elder: Re-imagining education through wisdom relationality*. Canadian Society for the Study of Education (CSSE) Conference. University of Regina, Saskatchewan. (with J. Latremouille, Z. Kasamali & N. Cardinal)
- 2017 (October) Ethics, scholars, and traditional knowledge: Academic-Indigenous dialectics. Centre for Global Citizenship Education & Research Conference. University of Alberta, Edmonton. (with D. Saddleback & M. Underwood)
- (May) *Experiencing 'settler-Indigenous' logics differently: A Re-positioning of difference in curricular spaces through métissage*. Canadian Society for the Study of Education (CSSE) Conference. Ryerson University, Toronto. (with D. Bascunan & A. Boffa)
- (May) *Reconciliation and teacher education: Sharing and extending our practice*. Panel discussion hosted at the Canadian Association for Teacher Education (CATE) Annual Preconference. Ryerson University, Toronto. (with M. Cappello, K. Brant & E. Root)
- 2016 (June) Re-examining foundations in Canadian social studies education: An invitation to dialogue. Panel hosted by Canadian Association of Foundations of Education (CAFÉ) in partnership with the Alberta Teachers' Association. Canadian Society for the Study of Education (CSSE) Conference. University of Calgary, Alberta. (with C. Peck, H. Smits, L. Gale & R. Gani)
- (May) *A youth exchange through arts & technology: Stories of identity, culture, community and place*. Canadian Society for the Study of Education (CSSE) Conference. University of Calgary, Alberta. (with D. Conrad, A. Boffa & R. Big Head)
- (May) *Compassion under contemporary conditions: Compassion in the classroom*. Panel presentation hosted by the Faculty of Nursing. Federation for the Humanities and Social Sciences Canada Congress 2016, University of Calgary, Alberta (with J. Seidel, N. Chick & D. Roloson)
- (May) Addressing the Truth and Reconciliation recommendations in education: K-12 and postsecondary responses and possible futures. Joint panel of the Canadian Association for the Study of Indigenous Education (CASIE) and Canadian Society for the Study of Higher Education (CSSHE). Canadian Society for the Study of Education (CSSE) Conference. University of Calgary, Alberta. (with M. Battiste, K. Lamoureux, B. Stonechild & J. Ottmann)
- (May) *Community, cosmopolitanism, and creativity: On the mobility of shared time and curricular conversation*. Canadian Association of Curriculum Studies (CACS) moderated panel discussion. Canadian Society for the Study of Education (CSSE) Conference. University of Calgary, Alberta. (with T. Stanley & K. Brant)

2015 (May) *Ethics, intercultural dialogue, and socio-environmental transformation in the 21st Century: Learning from African, Buddhist, Cree, Sufi and Yoga wisdom*. International Association for the Advancement of Curriculum Studies (IAACS) Conference. University of Ottawa, Ontario. (with C. Eppert, R. Siyaka, D. Rasmussen & H. Bai)

(May) *A métissage made of stories: Life writing and the topos of curriculum*. International Association for the Advancement of Curriculum Studies (IAACS) Conference. University of Ottawa, Ontario. May 2015. (with E. Hasebe-Ludt, C. Chambers, A. McKerracher & T. Strong-Wilson)

(May) *An Aboriginal youth curriculum exchange through arts & technology: Stories of culture, identity, community & Place*. International Association for the Advancement of Curriculum Studies (IAACS) Conference. University of Ottawa, Ontario. (with M. Krahn & D. Conrad)

(February) *Provoking understanding through community mapping curriculum inquiry*. Provoking Curriculum Studies Conference. University of British Columbia, Vancouver. (with M. Krahn & D. Conrad)

(February) *Journeying from the head to the heart*. Provoking Curriculum Studies Conference. University of British Columbia, Vancouver. (with J. Latremouille, Z. Kasamali, M. Krahn, A. Bell, L. Tait)

2014 (October) *Wahkohtowin relational sensibilities*. Critical Race and Anticolonial Studies Conference: Unsettling Conversations, Unmaking Racisms and Colonialisms. Edmonton, Alberta. (with C. Stewart & Elder Cardinal)

(May) *Addressing Aboriginal education: Conditions, viewpoints and aspirations across two diverse communities*. Canadian Society for the Study of Education (CSSE) Conference. Brock University, St. Catharines, Ontario. (with D. Conrad & M. Krahn)

(May) *Engaging Aboriginal perspectives in the curriculum: Apertures as pathways into new imaginative possibilities*. Canadian Society for the Study of Education (CSSE) Conference. Brock University, St. Catharines, Ontario. (with D. Scott)

(May) *(Re)turning to wisdom to guide curriculum and pedagogy*. Canadian Society for the Study of Education (CSSE) Conference. Brock University, St. Catharines, Ontario. (with M. Krahn & M. Kilborn)

2013 (June) *Teacher education and Indigenous pedagogy: Imagining possibilities*. Canadian Society for the Study of Education (CSSE) Conference. University of Victoria, BC. (with M. Tanaka, D. Wiseman, O. McIvor, N. Claxton & M. Rodriguez de France)

- (June) *Ecological imagination and curriculum for survival*. Canadian Society for the Study of Education (CSSE) Conference. University of Victoria, BC.
- (June). *A heart of wisdom: Life writing as empathic inquiry in curriculum contexts*. Canadian Society for the Study of Education (CSSE) Conference. University of Victoria, BC. (with C. Chambers, E. Hasebe-Ludt, A. Sinner & C. Leggo)
- 2012 (May) *Métissage as curricular crossroads: Braiding together artifacts, places, and stories*. Canadian Society for the Study of Education (CSSE) Conference. University of Waterloo, Ontario. (with N. Ng-a-Fook, E. Hasebe-Ludt, V. Kelly & C. Chambers)
- (April) *Life writing as métissage: Curriculum artifacts, inter-national places, and stories*. American Association for the Advancement of Curriculum Studies (AAACS) Conference. Vancouver, British Columbia. (with E. Hasebe-Ludt, N. Ngafook, V. Kelly & C. Leggo)
- (April). *Responding to the challenges of teaching, learning and researching from Indigenous standpoints*. American Educational Research Association (AERA) Conference. Vancouver, BC. (with A. Mountain Horse, J. Hodson, J. Kitchen, L. Williams)
- 2011 (October) *The vulnerability of the world: Meditations on the work of David Geoffrey Smith*. Special Panel. Provoking Curriculum Conference. University of Alberta, Edmonton. (with D. Smith, D. Jardine, C. Chambers & H. Bai)
- (October) *Living ethically within conflicts of colonial logics and relationality*. Provoking Curriculum Conference. University of Alberta, Edmonton. (with F. Glanfield & G. Sterenberg)
- (October) *Métis/sage/ing the tensioned topographies of culture and curriculum: Life writing and the aesthetics of vulnerability*. Provoking Curriculum Conference. University of Alberta, Edmonton. (with V. Kelly, E. Hasebe-Ludt, C. Audet)
- (May) *Métis/sage/ing the tensioned topographies of curriculum: Life writing, culture, and the digital commons*. Canadian Society for the Study of Education (CSSE) Conference. University of New Brunswick, Fredericton. (with N. Ng-a-Fook, E. Hasebe-Ludt, V. Kelly, C. Audet)
- (April) *Taking seriously the wisdom and guidance of Elders*. Shawane Dogosiwini: Aboriginal Education Research Forum, Winnipeg, Manitoba. (with S. Lessard & S. Lafferty)
- 2010 (May) *In what ways have the ethics and praxis of métissage furthered our work as curriculum inquirers?* Canadian Society for the Study of Education (CSSE) Conference. Concordia University, Montreal. (with N. Ng-a-Fook & E. Hasebe-Ludt)

- (May) *'Do they like Indians?'* Exploring tensions and ambiguities associated with teaching and learning from Indigenous standpoints. Canadian Association for the Study of Education (CSSE) Conference. Concordia University, Montreal. (with D. Behn-Smith)
- (2010) *Learning from difficult knowledge: Curriculum and pedagogical challenges of Truth and Reconciliation.* Canadian Society for the Study of Education (CSSE) Conference. Concordia University, Montreal. (with T. Carson)
- (February) *aoksisowaato'p ki aokakio'ssin: Imagining organic curriculum for relational renewal.* Globalization, Diversity & Education Conference. Spokane, Washington. (with C. Chambers, E. Hasebe-Ludt & R. Big Head)
- 2009 (September) *Curriculum, colonial frontier logics, and ethical relationality.* The Third World Curriculum Studies Conference. Somerset West, South Africa.
- (September) *Learning from difficult knowledge: Aboriginal peoples, Truth and Reconciliation, and Canadians.* The Third World Curriculum Studies Conference. Somerset West, South Africa. (with T. Carson)
- (May) *Curricular and pedagogical Intents: Aboriginal perspectives, social studies, and teacher education.* Canadian Society for the Study of Education (CSSE) Conference. Carleton University, Ottawa. (with K. den Heyer)
- (May) *Aoksisowaato'p: Place and story as organic curriculum.* Provoking Curriculum Conference. University of Ottawa, Ontario. (with C. Chambers, E. Hasebe-Ludt & N. Blood)
- (March) *Teaching and diversity: Education, immigration, multiculturalism.* Metropolis Conference: Frontiers of Canadian Migration. Calgary, Alberta. (with A. King, O. Kamau & T. Carson)
- (February) *Teaching as the practice of wisdom.* Western Canadian Teacher Education Conference (WESTCAST). University of Victoria, BC. (with D. Smith, T. Carson, J. Seidel & J. Wilde)
- (February) *It's all about relations: Teaching and learning about place.* Western Canadian Teacher Education Conference (WESTCAST). University of Victoria, BC. (C. Chambers & R. Big Head)
- 2008 (June) *The curricular problem of Indigenousness.* Canadian Society for the Study of Education (CSSE) Conference. University of British Columbia, Vancouver.

(June) *On the fluxic nature of openness and closure: Frontiers, forts and the Indigenous experience with civilization and development.* Canadian Society for the Study of Education (CSSE) Conference. University of British Columbia, Vancouver.

(May) *Toward an organic conception of culture and tradition: Enacting Aboriginal wisdom traditions in Canadian curricular contexts.* Canadian Association of Curriculum Studies (CACS) Preconference. University of British Columbia, Vancouver. May 2008. (with F. Glanfield & G. Sterenberg)

2007 (May) *Where is here? Place-ing the challenges of Canadian curriculum studies.* Canadian Society for the Study of Education (CSSE) Conference. University of Saskatchewan, Saskatoon. (with C. Chambers & E. Hasebe-Ludt)

(February) *Curricular absence: Indigenous concepts of citizenship and community in the context of trans-national inquiry.* Provoking Curriculum Conference. Banff, Alberta. (with M. Stewart-Harawira, N. Ng-a-Fook & W. Pinar)

2006 (November) *Diversity, learning, and difficult knowledge.* How can teacher education live well in a changing world? International Teacher Education Conference. Calgary, Alberta, (with T. Carson)

(May) *Embracing the world, with all our relations: A Canadian curriculum métissage.* The Second World Curriculum Studies Conference. Tampere, Finland. (with C. Chambers, E. Hasebe-Ludt & W. Hurren)

(May) *And the stories go on: Repatriating Indigenous place-stories.* The Second World Curriculum Studies Conference. Tampere, Finland. (with C. Chambers)

(May) *Canadian curriculum as imperial geography: Frontier thinking and Aboriginal curriculum perspectives.* The Second World Curriculum Studies Conference. Tampere, Finland.

(April) *Creating a curriculum of cross-cultural understanding: Reflections on a collaborative action research project in teacher education.* American Educational Research Association (AERA) Conference. San Francisco, California. (with I. Johnston, T. Carson, M. Kim, J. Plews & K. Syed)

2005 (November) *Paradoxes of place: Exploring Aboriginality with pentimento and métissage.* One Vision -Many Voices: Cross-Cultural / Anti-Racism Education Conference. University of Alberta, Edmonton.

(November) *The museumization of papamihaw asiniy.* One Vision - Many Voices: Cross-Cultural / Anti-Racism Education Conference. University of Alberta, Edmonton.

- (November) *Promoting cross-cultural understanding for institutional change: The Diversity Institute at the University of Alberta*. Multiculturalism Issues in Canada Conference. Ottawa, Ontario.
- (October) *Power, place, and possibility: Exploring alternative histories of Canadian spaces*. Canadian Association of Cultural Studies Conference. University of Alberta, Edmonton. (with R. Nellis & Y. Ellis)
- (May) *"Where is t(he)re?" Place-ing Canadian curriculum inquiry*. Canadian Society for the Study of Education (CSSE) Conference. University of Western Ontario, London. (with R. Nellis & Y. Ellis)
- (May) *Creating a curriculum of cross-cultural understanding: Lessons from a collaborative action research project in teacher education*. Canadian Society for the Study of Education (CSSE) Conference. University of Western Ontario, London. (with G. Richardson, I. Johnston, M. Kim, J. Plews & K. Syed)
- (April) *Aboriginal 'Replies' to Europe*. American Educational Research Association (AERA) Conference. Montréal, Quebec.
- (February) *Re-cycling narratives: Exploring Aboriginal notions of curriculum and narrative*. Provoking Curriculum Conference: Transforming Narrative(s). University of Victoria, BC. (with R. Big Head, C. Chambers & N. Blood)
- (February) *Restor(y)ing us to the wor(l)d: Narrative inquiry as transformation*. Provoking Curriculum Conference: Transforming Narrative(s). University of Victoria, BC. (with C. Leggo, C. Chambers & E. Hasebe-Ludt)
- 2004 (February) *Teachers as public intellectuals: The ever-changing landscape of teacher education*. The Western Canadian Association for Student Teaching (WESTCAST) Conference. University of Alberta, Edmonton. (with L. Thompson, L. Agrey, J. Fuite, D. Slomp & E. Taylor)
- 2002 (August) *Elder, student, teacher: A Kainai curriculum métissage*. World Indigenous Peoples Conference on Education (WIPCE). Stoney Nation, Alberta.
- (July) *Nato'ohkotok: Medicine rock métissage*. The Portraits of Literacy Conference. University of British Columbia, Vancouver. (with E. Hasebe-Ludt)
- 2000 (April) *Memory and métissage: Creating a curriculum of hybridity*. Internationalization of Curriculum Conference. Louisiana State University, Baton Rouge, (with C. Chambers & E. Hasebe-Ludt)

(April) *Memory and métissage: Three creation stories*. American Educational Research Association (AERA) Conference. New Orleans, Louisiana. (with C. Chambers & E. Hasebe-Ludt)

Research Projects

Current

2023-2028	SSHRC Insight Grant (Stream B) <i>Reimagining teacher education with Indigenous wisdom traditions</i>	\$311, 972
2021-2028	Tier 1 Canada Research Chair <i>Reimagining teacher education with Indigenous wisdom traditions</i>	\$1 400,000
2020-2025	SSHRC Partnership Grant : <i>Co-curricular-making: Honouring Indigenous connections to land, culture, and the relational self.</i> Co-applicant with Margaret Macintyre Latta, University of British Columbia – Okanagan, [Principal Investigator] along with N. Ngafook, S. Styres, J. Hare, S. Cherkowski & K. Ragoonaden and partners Okanagan Nation Alliance and Central Okanagan Public Schools (#23).	\$1 076 813
2020-2021	SSHRC Connection Grants <i>Imagining the possibilities and potentials for pedagogies of reconciliation in Canada</i> Presenter/Partner with Mindy Carter, McGill University [Principal Investigator].	\$20 108
2020-2021	UAlberta-ATA Signature Research Collaboration Grant: <i>Towards healthy school and community futures: A study into what constitutes foundational knowledge for preferable Canadian-Indigenous futures and Treaty relations</i> Academic Investigator with Kent den Heyer, University of Alberta [Principal Investigator] along with S. Lafferty [Principal Investigator] and Clarice Cardinal Anderson [Teacher Investigator].	\$10 000

Completed

2015-2019	SSHRC Partnership Development Grant: <i>Partnership development for researching the education of Aboriginal students: A youth exchange through arts & technology -- stories of culture, identity, community & place</i> Co-applicant with D. Conrad, University of Alberta [Principal Investigator] along with R. Big Head (Collaborator).	\$200 000
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[Extended for one year due to changing circumstances at research sites]

2016-2017	University of Alberta – Teaching and Learning Enhancement Fund	\$31 985
	<i>Holistic approaches to life and living : A curricular and pedagogical inquiry</i>	
	Principal Investigator with C. Stewart (co-applicant) ad Elder Bob Cardinal (co-applicant).	
2013-2014	Kule Institute for Advanced Study Research Cluster Grant	\$20 000
	<i>Investigating Aboriginal education across four diverse Aboriginal communities</i>	
	Co-Principal Investigator with D. Conrad, University of Alberta.	
2013-2014	University of Alberta VP Research Killam Cornerstone Grant	\$36 833
	<i>Addressing Aboriginal education: Conditions, viewpoints, and aspirations across four diverse Aboriginal communities.</i>	
	Co-Principal Investigator with D. Conrad, University of Alberta.	
2013-2014	Canadian Circumpolar Institute Seed Grant	\$3 000
	<i>Investigating Aboriginal education across four diverse Aboriginal communities</i>	
	Co-Principal Investigator with D. Conrad, University of Alberta.	
2011-2012	University of Alberta Teacher Education Research Grant	\$4 580
	<i>Teaching and learning from Aboriginal perspectives in the social studies</i>	
	Principal Investigator.	
2010-2013	SSHRC Aboriginal Research Pilot Program Development Grant	\$25 000
	<i>Creating a research network to develop an understanding of relationships between Aboriginal knowledge systems, wisdom traditions, and mathematics education</i>	
	Co-Principal Investigator with F. Glanfield, University of Alberta and G. Sterenberg, University of Alberta.	
2010	Faculty of Education Support for the Advancement of Scholarship Operating Grant	\$4 517
	<i>Global warming and the Blackfoot perspective</i>	
	Principal Investigator.	
2007-2010	University Alberta Teaching and Learning Enhancement Professional Development Fund	\$3 583
	<i>Exploring significant Indigenous sites in Alberta</i>	
	Principal Investigator.	

Other Professional Experience

Professional Adjudication

External Assessor – Tenure and Promotion

- 2022 Tenure and promotion to Associate Professor, Faculty of Education, University of Regina
- 2021 Tenure and promotion to Associate Professor, Faculty of Education, University of Victoria
- 2020 Tenure and promotion to Associate Professor, Faculty of Education, Simon Fraser University
- 2018 Tenure and promotion to Associate Professor, Faculty of Education, University of Regina
- 2017 Tenure and promotion to Associate Professor, Werklund School of Education, University of Calgary
- 2015 Tenure and promotion to Associate Professor, Faculty of Education, University of Victoria

External Assessor – Research Grants and Awards

- 2020 Reviewer, New Frontiers in Research Fund (NFRF) Exploration Competition application, (#NFRFE-2019-00031)
- 2019 Reviewer, Tier 2 Canada Research Chair nomination and application package
- 2017 Peer Reviewer, SSHRC Insight Grant application

Editorial, Journal, and Book Review

- 2020 Reviewer, manuscript, *Curriculum Inquiry*
Reviewer, manuscript, *Alberta Journal of Educational Research*
- 2019 Reviewer, manuscript, *Canadian Geographer*
Reviewer, manuscript, *International Journal of Qualitative Studies in Education*
Reviewer, manuscript, *Alberta Journal of Educational Research*
Reviewer, book manuscript, Canadian Scholars/Women's Press:
Decolonizing and Indigenizing the Academy - Critical Reflections: A Praxis for Empowering Indigenous Education, Mentorship and Scholarship

- 2018 Reviewer, manuscript, *AlterNative: An International Journal of Indigenous Peoples*
Reviewer, manuscript, *International Journal of Qualitative Studies in Education*
- 2017 Reviewer, three (3) manuscripts, *Curriculum Inquiry*
- 2016 Reviewer, three (3) manuscripts, *Curriculum Inquiry*
Reviewer, manuscript, *in education*
Reviewer, manuscript, *Brock Education: A Journal of Educational Research & Practice*
- 2015- Member, International Editorial Board, *Curriculum Inquiry*
2015 Reviewer, manuscript, *AlterNative: An International Journal of Indigenous Peoples*
Reviewer, manuscript, *Curriculum Inquiry*
Reviewer, two (2) manuscripts, *Alberta Journal of Educational Research*
Reviewer, manuscript, *Canadian Journal of Higher Education*
Reviewer, two (2) manuscripts, *Canadian Journal of Education*
- 2014 Reviewer, two (2) manuscripts, *Alberta Journal of Educational Research*
Reviewer, two (2) manuscripts, *Curriculum Inquiry*
Reviewer, manuscript, *Canadian Journal of Native Education*
Reviewer, manuscript, *Canadian Journal of Education*
Reviewer, manuscript, *Decolonization: Indigeneity, Education & Society*
- 2013 Reviewer, manuscript, *Alberta Journal of Educational Research*
Reviewer, manuscript, *Canadian Journal of Education*
Reviewer, manuscript, *Decolonization: Indigeneity, Education & Society*
- 2012 Reviewer, manuscript, *Curriculum Inquiry*
Reviewer, manuscript, *in education*
Reviewer, two (2) manuscripts, *Canadian Journal of Education*
- 2011 Reviewer, manuscript, *Curriculum Inquiry*
Reviewer, five (5) manuscripts, *Canadian Journal of Education*
Reviewer, manuscript, *Brock Education: A Journal of Educational Research & Practice*
Reviewer, manuscript, *Oral History Forum*
- 2010 Reviewer, manuscript, *in education*
Reviewer, two (2) manuscripts, *Canadian Journal of Education*
Reviewer, manuscript, *Alberta Journal of Educational Research*
Reviewer, book manuscript, University of British Columbia Press:
Learning and Teaching Together: Weaving Indigenous Ways of Knowing into Education

- 2009 Reviewer, three (3) manuscripts, *Canadian Journal of Native Education*
Reviewer, three (3) manuscripts, *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity and Cultural Survival*
- 2008- Member, Editorial Board, *Diaspora, Indigenous, and Minority Education: Studies of Migration, Integration, Equity and Cultural Survival*
- 2008 Reviewer, manuscript, *Alberta Journal of Educational Research*
- 2007 Reviewer, manuscript, *Contemporary Issues in Education*

Professional Organizations

Service

- 2020- 21 Vice President (Indigenous), *Canadian Society for the Study of Education*
- 2019-20 Member, Board of Directors, *Edmonton Regional Learning Consortium*
- 2018-20 Vice President (Anglophone), *Canadian Society for the Study of Education*
- 2015-17 Member, Dissertation Award Adjudication Committee, *Canadian Association for Curriculum Studies*
- 2013-16 Chair, Aboriginal Advisory Committee, *Alberta Centre for Child, Family, and Community Research* (now known as PolicyWise for Children & Families)
- 2010-13 President, *Canadian Society for the Study of Indigenous Education*
- 2010-11 Vice President, *Canadian Society for the Study of Indigenous Education*

Affiliations

- Member, Canadian Society for the Study of Education
- Member, Canadian Society for the Study of Indigenous Education
- Member, Canadian Association for the Study of Adult Education

University Service

Undergraduate Program Review Team Member (2018-2019)

This program review was commissioned by the Dean's Advisory Committee, Faculty of Education. The purpose of the review was to provide a research-based report on the current state of the undergraduate program—its strength and weaknesses—through consultations with current students, alumni, Faculty colleagues, and representatives of partner organizations. My tasks included

- Working in partnership with four other team members
- Conduct research

- Collect and interpret results
- Compile a report to share with Faculty colleagues

Member, University of Alberta Press Committee (2016-2018)

This is a Standing Committee of the Provost and Vice-President (Academic) of the University of Alberta. Its primary task is to assisting the executive staff of the Press to ensure that books under development are suitable for publication under that imprint by advising on the development of works in progress.

Member, Dean Selection Committee (2016-2017 and 2014-2015)

Chair, Indigenous Education Council, Faculty of Education (2015-2019)

This Council was established in 2008 to serve as an advisory support to the Dean. The Council is comprised of Indigenous faculty members and Indigenous people in senior administrative roles in the Faculty.

Member, EDU 211 Course Creation Working Group (2012-2013)

This Working Group—comprised of four Indigenous faculty member—was tasked with conceptualizing and operationalizing a new required course for the undergraduate program titled *EDU 211 Indigenous Education and the Contexts for Professional Engagement*.

Member, Program of Studies Working Group (2012-2013)

This Working Group was created by the Dean to provide curriculum mapping of the undergraduate programs (Elementary and Secondary) and examine course outlines to better understand course content continuity and disconnects. From this process, it was recommended that the Faculty eliminate some courses and add three new courses to the program requirements.

Member, Undergraduate Academic Affairs Council (2008-2010)

I served as the representative for the Department of Secondary Education.

Education

PhD Department of Secondary Education, Faculty of Education, University of Alberta, Edmonton, 2003-2009.

Dissertation: **The pedagogy of the fort : Curriculum, Aboriginal-Canadian relations, and Indigenous Métissage**

Supervisor: Dr. David Geoffrey Smith

MEd School of Graduate Studies & Faculty of Education, University of Lethbridge, Alberta, 1998-2003.

Thesis : **Elder, student, teacher: A Kainai curriculum métissage**

Supervisor : Dr. Cynthia Chambers

BEd Secondary Social Studies, Faculty of Education, University of Calgary, Alberta, 1991-1992.

BA Faculty of Arts, University of Alberta, Edmonton, 1985-1990.