



Land Education Teacher Professional Development

Building partnerships through relationships

Protocol

Sam Cagey, Jr. and Cynthia Wilson

[Video](#)

5 minutes

Research & PD Team



Introductions

Cynthia Wilson (Lummi Nation)

Renée Swan-Waite (Lummi Nation)

[Rena Priest-click for website](#) (Lummi Nation)

Anna Lees (WWU)

Dolores Calderon (WWU)

Land Education Teacher Professional Development Publications & PDs

- Lees, A. (WWU), Wilson, C. (Lummi), Swan-Waite, R. (Lummi), & Calderón, D (WWU). (forthcoming). **Indigenous Land Education: A Model for teacher professional development.** *Handbook on Research for Teachers of Color*. (Access link forthcoming)
- Calderón, D. (WWU), Lees, A. (WWU), Wilson, C. (Lummi), Swan-Waite, R. (Lummi), **Crossing the Bridge”:** **Land Education Teacher Professional Development**, (2021) in *Professional Development in Teacher Education*. (Access link [here](#) or [here](#))
- **Community brief** distributed ([Access link](#))

Land Education: What is it? (5 min)

Place-based/ Environmental Education (Gruenewald 2003, 2008; Gruenewald and Smith, 2008; Sobel 1996)

- Learning rooted in community, place, & environment (context)
- Local, civic, democratic principles
- Places being destroyed & acted upon (Greenwood)

Land Education (Alfred, 2014; Bang, et. al. 2014; Calderon 2014; Davidson & Davidson, 2018; Simpson, 2014; Styres, Haig-Brown & Blinkie, 2013; Tuck & McKenzie, 2014; Wildcat, McDonald, Irlbacher-Fox, & Coulthard, 2014); Resurgence/Reinhabitation (Brandt 2009; Peña, 1998; Corntassel & Hardbarger, 2019; Simpson 2017); Decolonization (Tuck & Yang 2012)

- **Relationships** (Bang, et. al 2014; Davidson & Davidson, 2018; Donald, 2009; Gorlewski & Porfilio, 2012; Lees, 2016; Styres & Zinga, 2013)
- **Responsibility** (Davidson & Davidson, 2018; Deloria & Wildcat, 2001; Haig-Brown & Hodson, 2009; Kaomea, 2009; McCoy, Tuck & McKenzie, 2017)
- **Perpetuation** (Corntassel & Hardbarger 2019; Davidson & Davidson, 2018)
- **Resurgence** (Davidson & Davidson, 2018; Simpson 2004, 2011, 2014, 2016, 2017)



As part of a land education or place based teacher professional development this team is a part of, Steve Solomon asked Washington state public school teachers desiring to know more about local Indigenous peoples to ‘cross the bridge’ in order to better serve Lummi families. He shared this invitation with teachers knowing that asking them to ‘cross the bridge’ represents both the physical and knowledge barriers that separate Lummi from settler communities. The lack of knowing or the desire to not know Indigenous communities has dire consequences for Indigenous peoples. As a result, this work is about offering Washington state public school teachers

1. time for teachers to listen to Indigenous peoples
2. a clear introduction to Land and water
3. active engagement in Land based learning
4. follow up curriculum development sessions

Land Education

We find great value and opportunity in this work to foster authentic relationships between schools and tribal nations and teacher’s “epistemic or knowledge responsibility” to make transformative change in school based learning. There is an urgent need for school transformation and commitments to decolonization to secure positive futures for Indigenous children today and for generations to come.

1 minute

Application of Land education in teacher professional development

(LETPD)

“Indigenous education is not Indigenous or education from within our intellectual traditions unless it comes through the land, unless it occurs in an Indigenous context using Indigenous processes”

(Leanne Simpson, 2014; p. 9).



Canoe Journey with Canada House (WWU)



Kulshan Middle School



Happy Valley Elementary



Crossing the Bridge PD at Lummi Nation



Vine Deloria Jr. Teacher Pre-Symposium

Canoe Journey

Transformative PD: Building authentic Relationships for teaching

“To be on the land with the [Coast Salish Nation], being an observer, a power and within a powerful emotional experience, cultural experience, and then to layer on the other elements that we learned in Canada, for me, just created this moral imperative to better serve our Indigenous students and not so much about implementing Since Time Immemorial. That's the big takeaway for me.” Participant





“Rather than wait we're gonna implement this Since Time Immemorial curriculum. It's like no, let's think about how do we serve our Indigenous students and how do we help ourselves gain relationships with our [Coast Salish Nation] neighbors, so that we are better serving all of our students, in particular our Indigenous students. So that will also shift how all of our content is. We just felt we have a whole new way of thinking about the content rather than an add-on to the content.” Participant

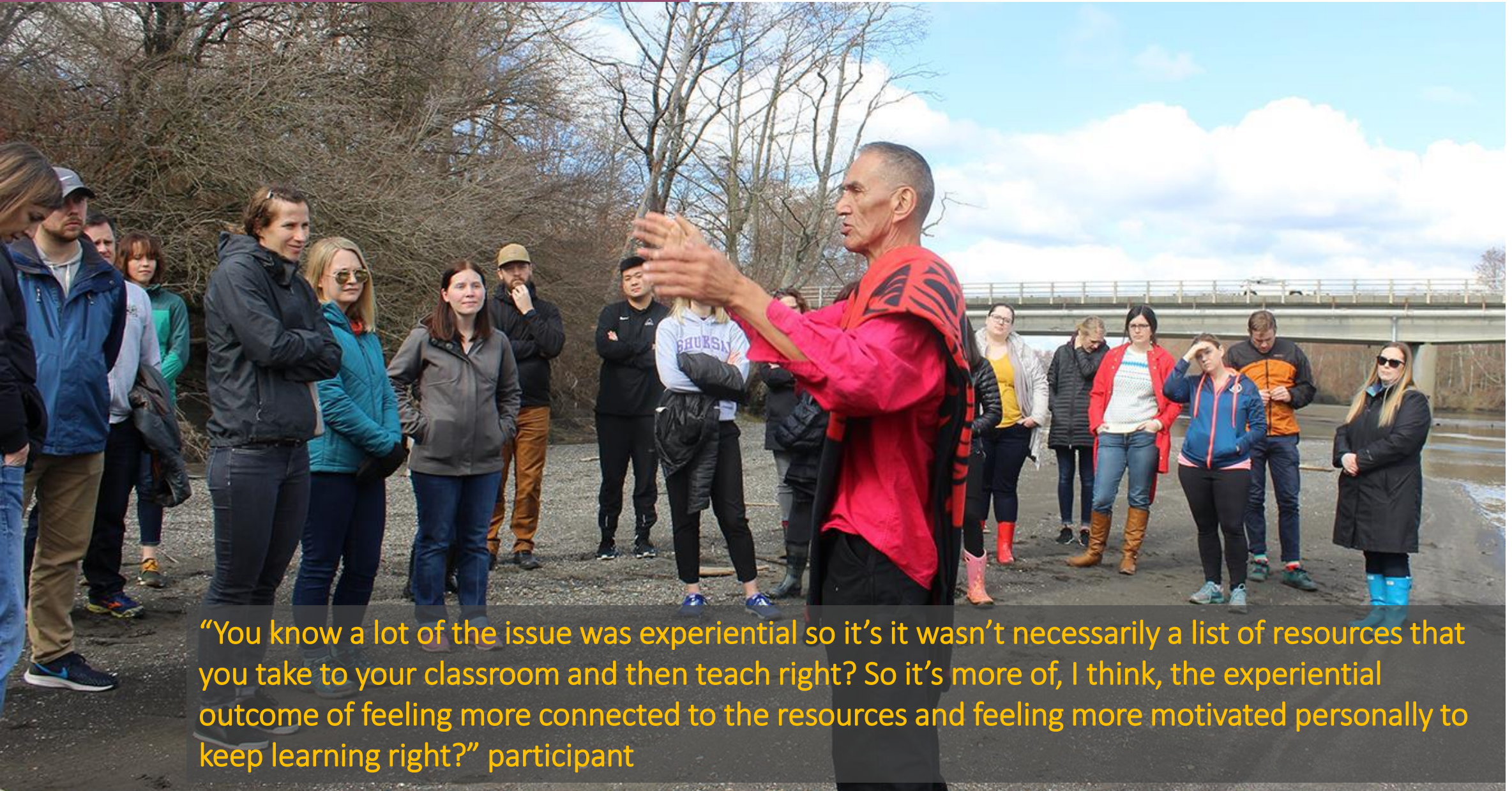
Kulshan MS Thunderbird logo, Oct 2019: Celebrating the life and family of Frank Lawrence



“I really became aware how many students are actually tribal members that I teach because before they've just kind of like blended into everything, I didn't notice or didn't know, so that was like I was like “oh shit”, I was not doing this right. So the second semester I like had to preview, I had to like I tried that girl only was she was my first semester class but yeah really realizing like when you do that kind of stuff that you actually aren't you could be like there are local connections when you talk about local tribes that you don't understand at all, and then trying to inform students in a way that's like something completely outside of your knowledge base where they're the experts.” participant.

Crossing the Bridge

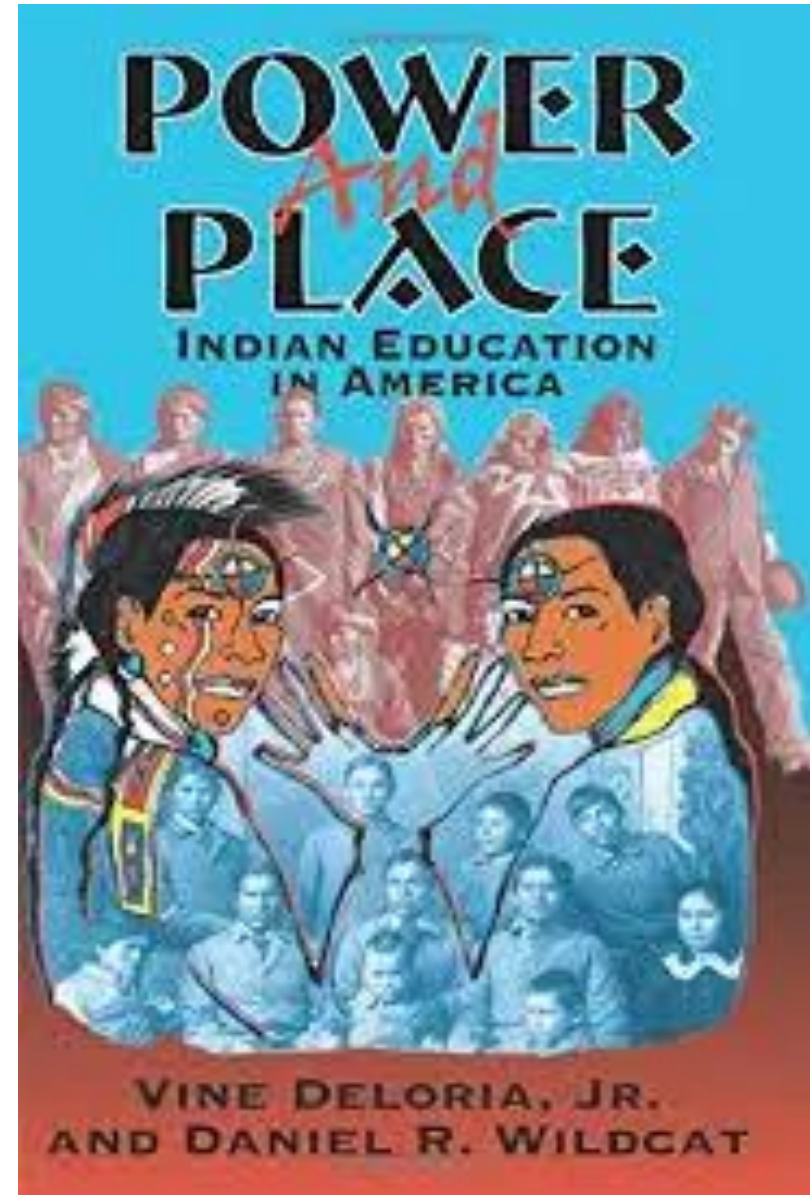
Transformative Experiences: From LETPD to STI

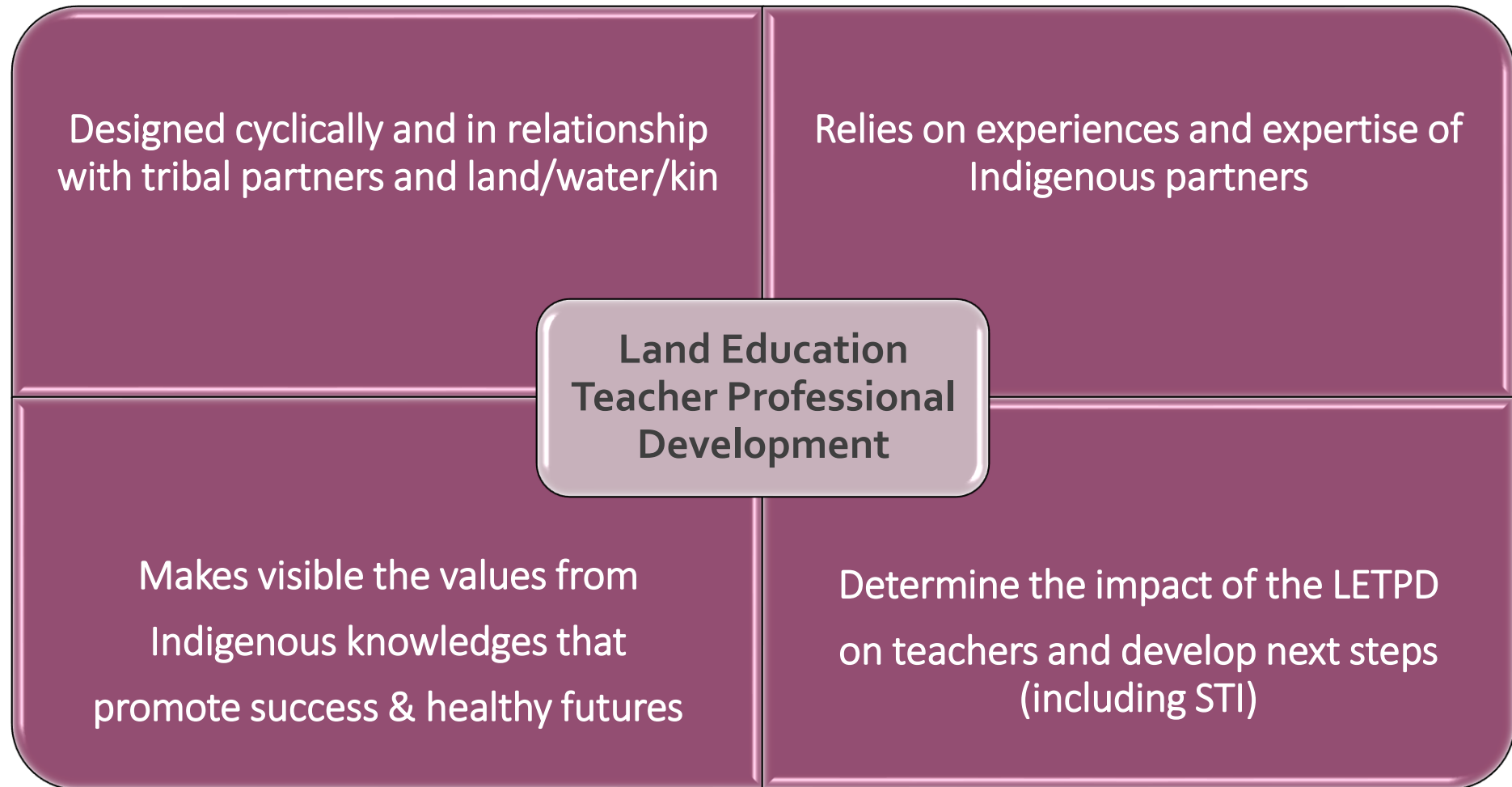


“You know a lot of the issue was experiential so it’s it wasn’t necessarily a list of resources that you take to your classroom and then teach right? So it’s more of, I think, the experiential outcome of feeling more connected to the resources and feeling more motivated personally to keep learning right?” participant

Vine Deloria Jr. Teacher Pre-Symposium

“As I learn more about Indigenous knowledge and pedagogy and am gradually decolonizing my world views, I am looking more critically at how Eurocentric so many aspects of our standards (especially Social Studies), assessments, and IB components are. I want to shift my thinking and teaching and push back against these structures that continue to marginalize BIPOC communities.” Participant





Preparing to teach STI



Thank you!

For more information on partnership:
<https://promise.bellinghamschools.org/2020/10/09/shifting-to-a-place-based-approach-local-native-peoples-and-tribes/>