

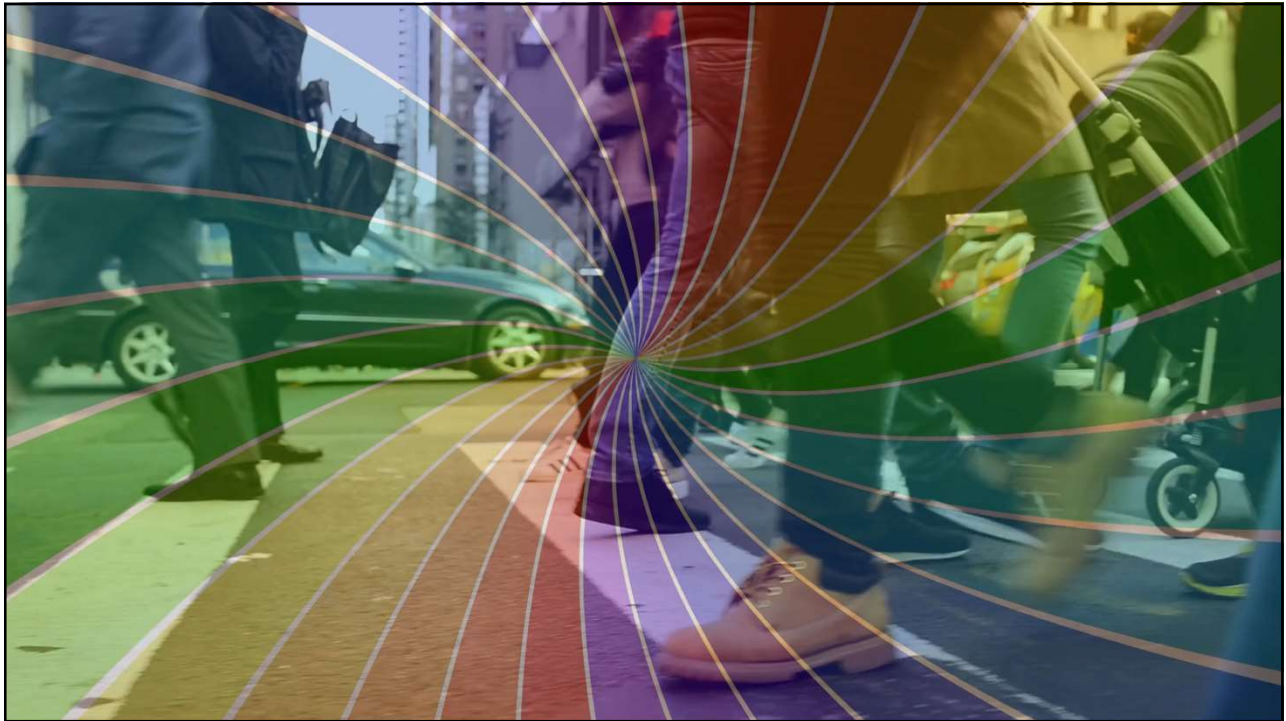


INNOVATION



IDEA
+ ACTION
= VALUE





INNOVATION

ULTIMATE PEOPLE QUESTION



1. IDEAS



2. INNOVATORS



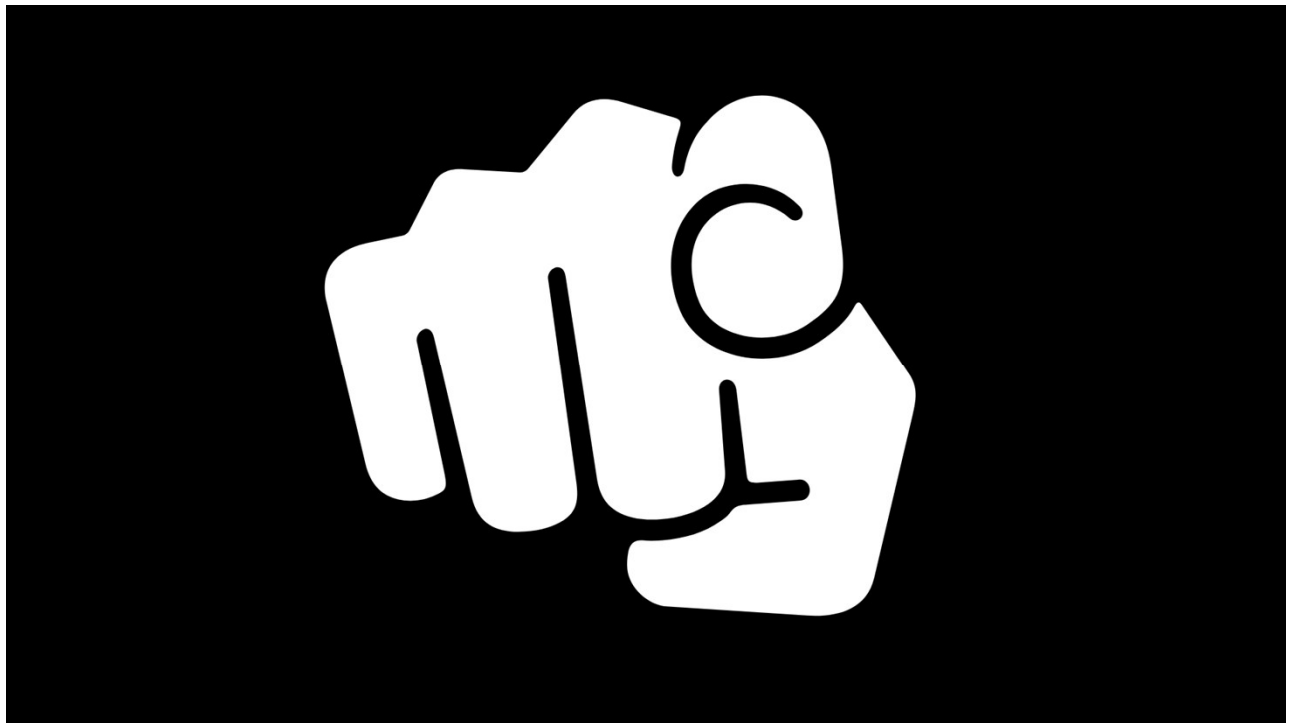
3. SPACE

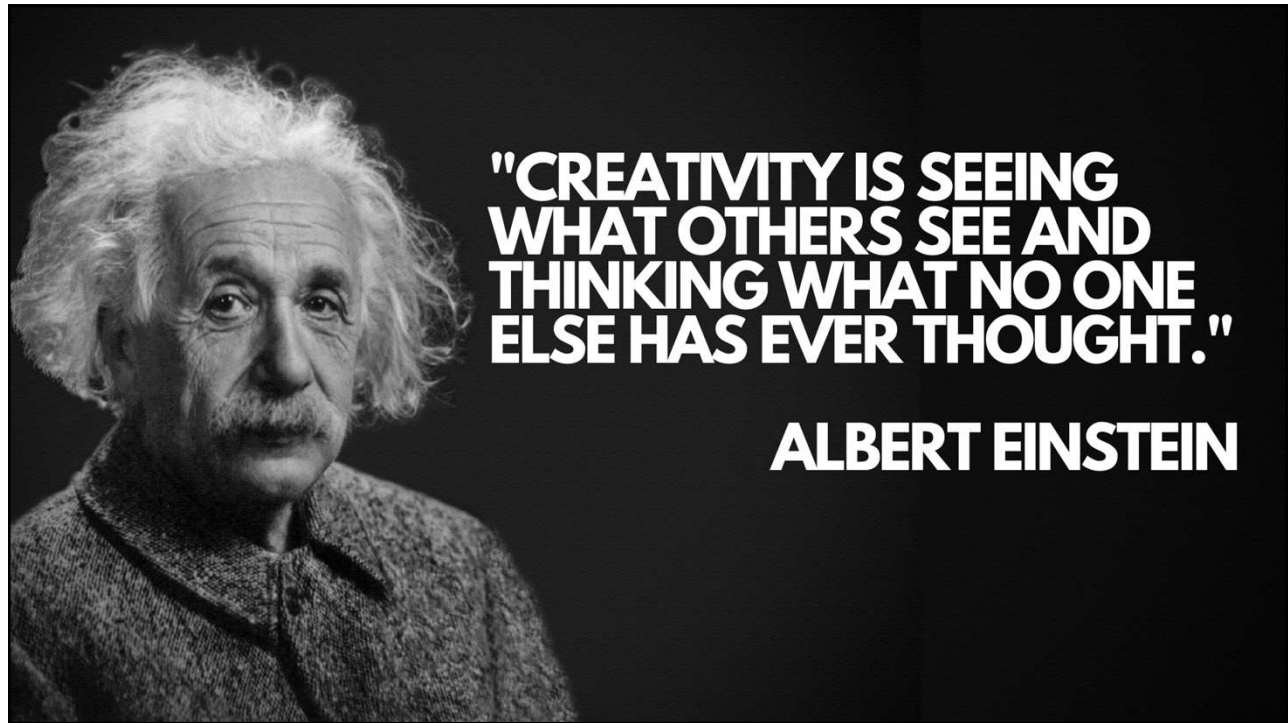


4. CULTURE



5. STORIES







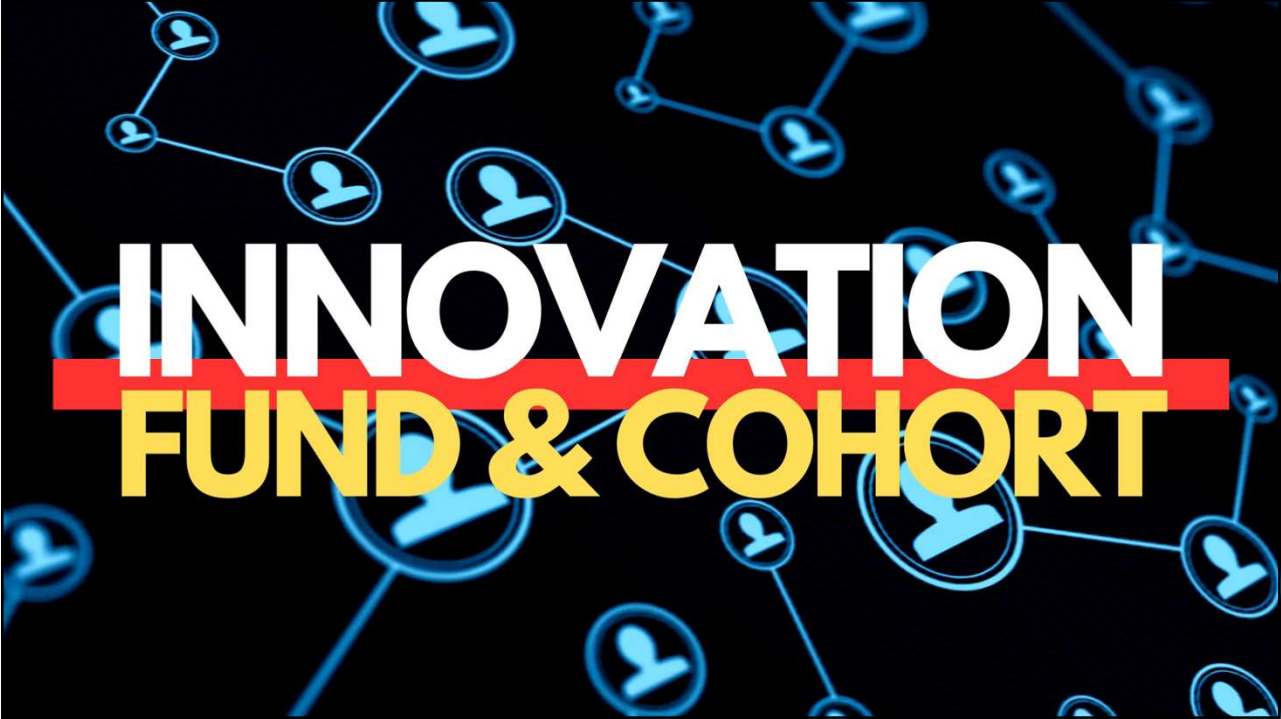






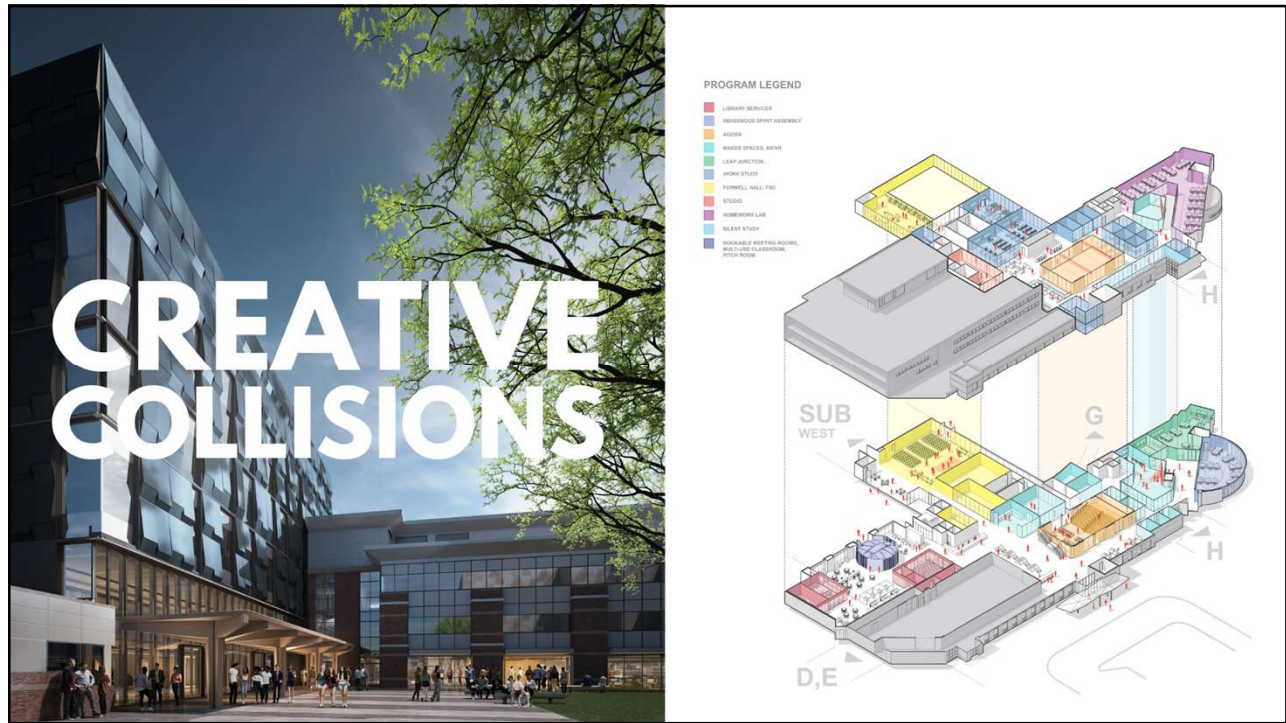


INK-DOTS

A network diagram with blue nodes and connecting lines on a black background. The nodes are circular and contain a stylized human figure. The lines connect the nodes in a complex, web-like pattern.

INNOVATION
FUND & COHORT

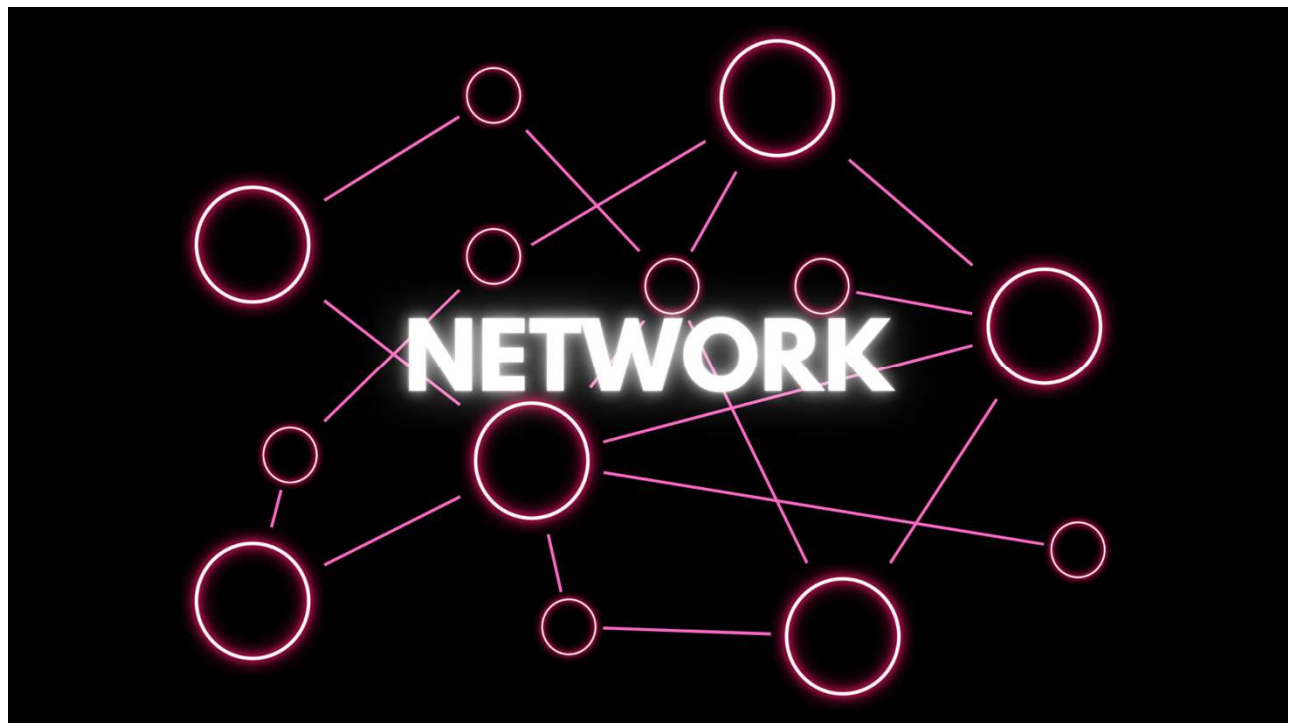














INNOVATION ECO-SYSTEM

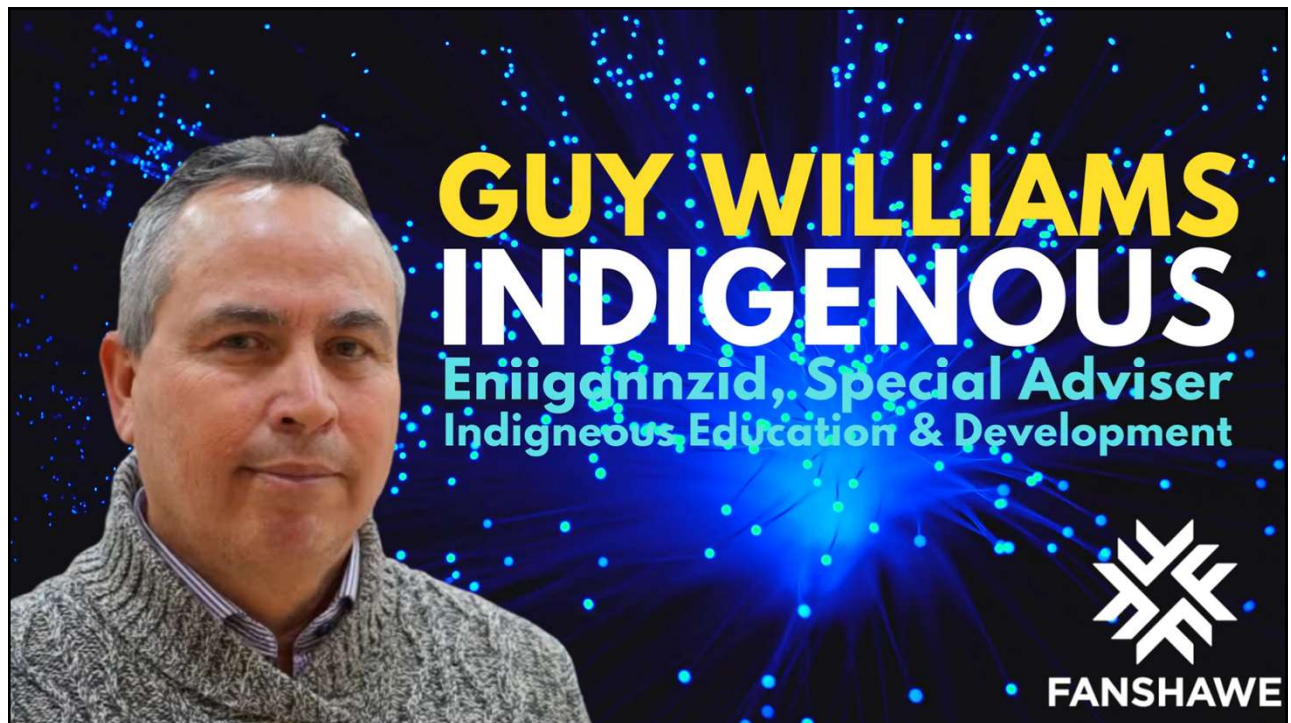
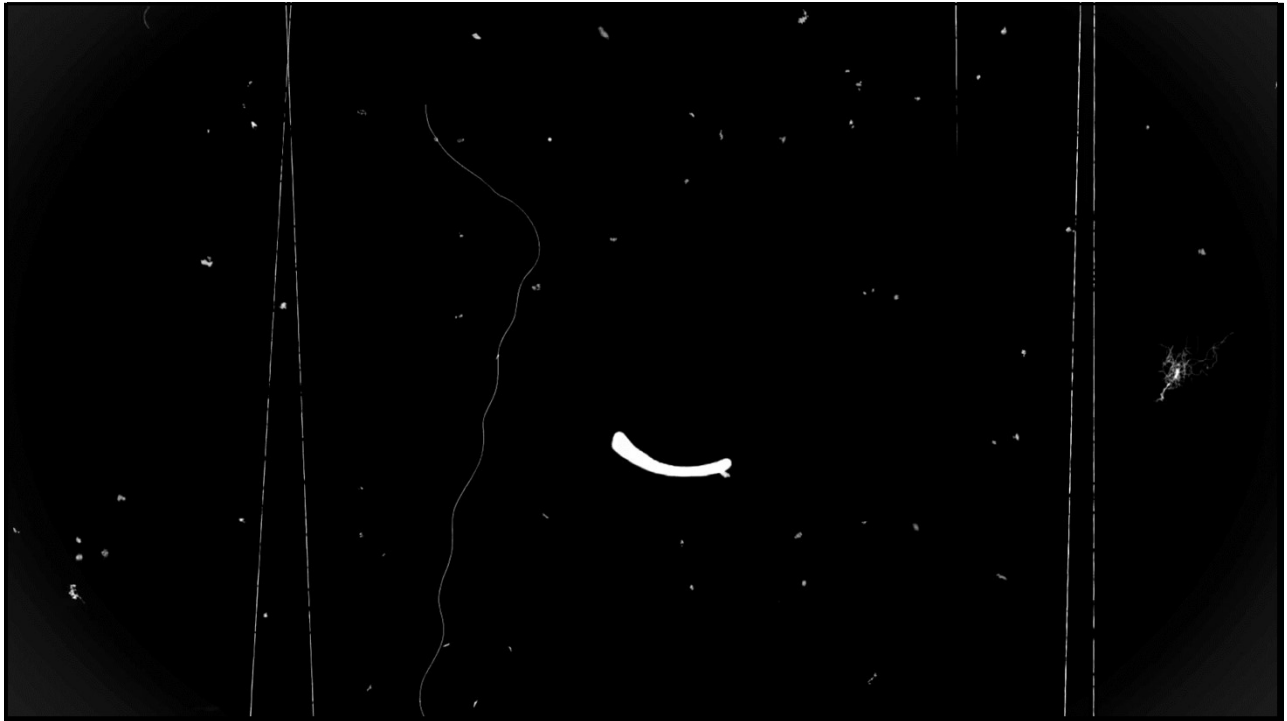














Debwewin

Truth

To speak only to the extent, we have lived or experienced.

Truth is represented by the turtle as the turtle was here during the creation of Earth and carries the teachings on his back.

FANSHAWE
Institute of Indigenous Learning





Debwewin In Practice

- Recognize and emphasize the value of Indigenous knowledge
- Encourage reflective practices
- Encourage a holistic approach



Indigenous Knowledge Understanding

“Having been stripped away, and then prevented, Indigenous “knowledge” is like a re-discovery for many, like an excavation of the mental landscape, so to speak, of Indigenous thought. The history of Indigenous knowledge, and the discovery of it, is complicated by colonization attempting to “disappear” it.”





Indigenous Knowledge Understanding

- Our ways of being and knowing is not something to be learned, it is something that is lived.
- It is viewed in the whole, rooted in our understanding of the natural world, and the interconnectedness of all things.
- What we know is based upon the daily acts of living and learning that has been taking place for thousands of years.



Situating Myself Nlaka'pamux

As Indigenous peoples, we talk and share about who we are, about our histories, where we come from, our family lines. In doing so, we recognize that at the heart of our identity, and our history, are our personal stories and realities.

We are recognizing that at the heart of human connection and understanding is knowing from whom and where another comes and recognizing and respecting that





Indigenous Introduction

Learn, Understand, Act, Reflect

Take a few minutes to reflect on the introduction that was shared with you. I would like you to reflect about what was said, what you learned and how you understand the teaching.

Now, how would you take this understanding and create your own unique introduction using a similar format.



Nibwaakaawin

Wisdom

To cherish knowledge is to know wisdom. Wisdom is given by the creator to be used for the good of the people.

The beaver represents wisdom because he uses his natural gift by altering the environment for his family's survival.





Nibwaakaawin Wise Practices

The key concept is the development of wisdom, which is the accumulation of a lifetime of lived experiences where one reflects critically upon them. We learn from our experiences from birth onwards. 'Huckpestes' occurs where one engages in critical analysis, reaches a different decision, and alters their behaviour accordingly.



Wise Practices Learn, Understand, Act, Reflect

One of the concepts we use with students is the idea of hands back and hands forward. The idea is that we reach back to learn and understand what is being taught to us. Hands forward we take those insights, learnings, and understandings and think about how we can incorporate them into our daily lives, or to teach others about what we have learned.

In thinking about the wise or best practices, how would you use these ideas 'hands forward.'





Indigenization Understanding

There is an understanding that we are not Indigenizing the College, we are not incorporating Indigenous ways into the regular way we teach, or the way we support students; rather, we are creating space whereby Indigenous ways have an equal place alongside the more traditional approaches.

Different but equal, where much is learned from our ongoing developing relationship.



Life Long Learning Understanding

From the moment we are born until the moment we die, we are constantly learning.

Learning happens not just in our minds, but also from our hearts, bodies, and spirits.

Everything in creation has a purpose and teaches us something.





Life Long Learning In Practice

The concept of life-long learning is integrated into our daily practice. Instead of viewing education as something that ends after graduation, we promote a culture of continuous learning and personal growth

- Embrace a continuous lifelong learning approach
- Provide opportunities for skill building



Circle Teachings Understanding

Circle teachings are rooted in circular thinking, which is reflective of the natural world and the patterns of creation

A talking circle is designed so that everyone is equal and has the right to be seen, heard, and understood

By bringing respect, kindness, honesty, truth, unconditional love, wisdom, and knowledge to the circle, participants can create a safe and sacred space for all.





Circle Teachings In Practice

We adopt a more circular thinking approach to curriculum and teaching methods. Instead of focusing solely on traditional forms of education, we incorporate more diverse perspectives and ways of learning

- Emphasize the collective responsibility
- Foster a mindset of curiosity and exploration
- Encourage iterative design



See, Hear, Understand Understanding

Seeing is more than just perceiving physical attributes, it is about recognizing the essence and goodness of an individual.

Hearing is not just about listening with the mind, but also with the heart, body, and spirit, and being present in the moment with no judgment.

Understanding others requires understanding ourselves and our own experiences.





See, Hear, Understand In Practice

Instructors encourage students to actively listen and engage with each other and with course material, and to see and understand different perspectives.

- Recognize the value of lived experiences
- Emphasize the importance of relationship



Education Leaders Learn, Understand, Act, Reflect

How might you take what you learned today to rethink what you can do as an education leader to advance reconciliation in your institutions.



