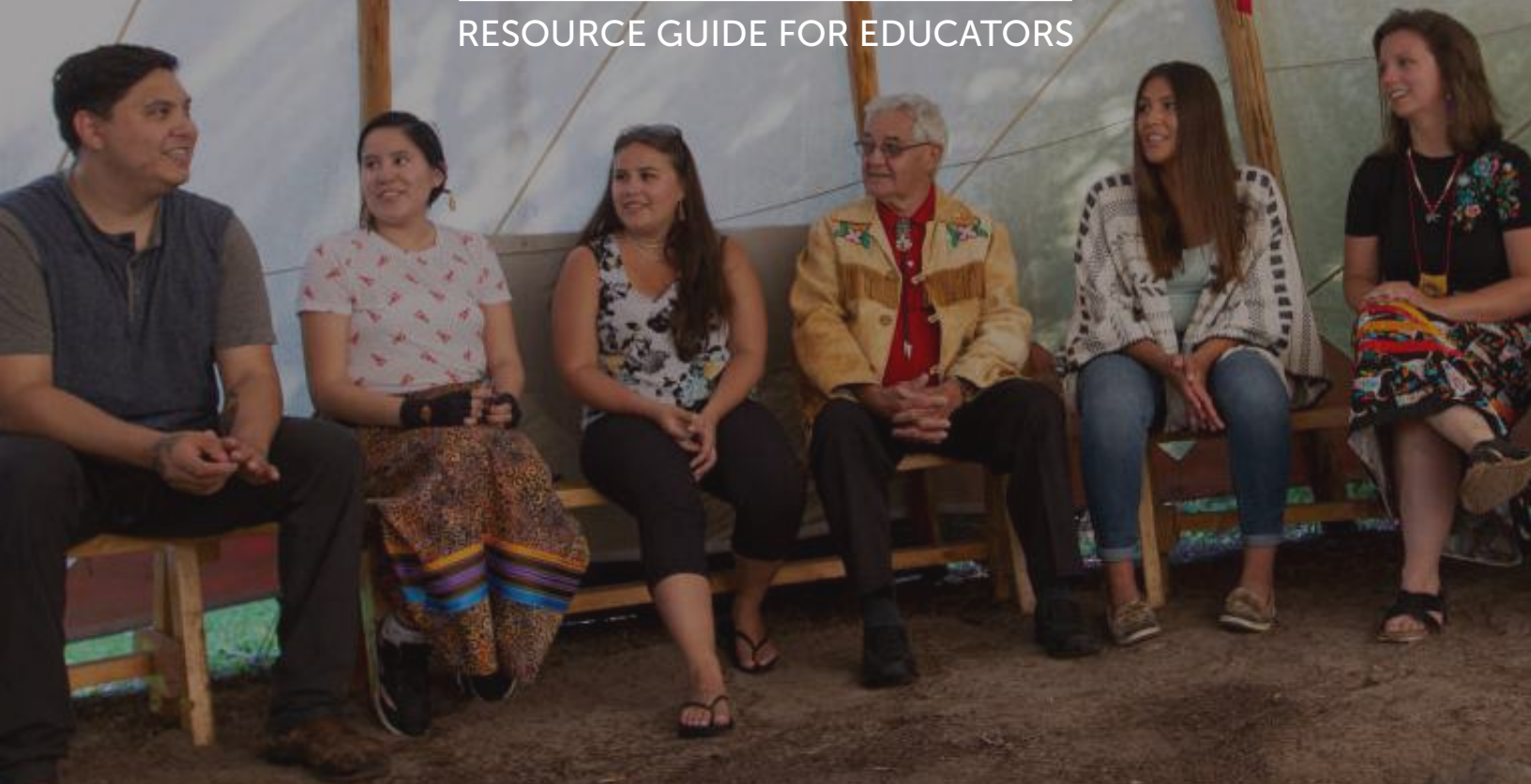


TRENT UNIVERSITY  
**INDIGENOUS**  
BACHELOR OF EDUCATION

RESOURCE GUIDE FOR EDUCATORS



*Trent University respectfully acknowledges it is located on the treaty and traditional territory of the Mississauga Anishinaabeg. We offer our gratitude to First Peoples for their care for, and teachings about, our earth and our relations. May we honour those teachings.*

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## VISION STATEMENT

We foster an environment where Indigenous/First Nation, Métis, and Inuit (FNMI) knowledges and cultures are respected and recognized as a valid means by which to understand the world. We aim to increase our understanding of ourselves, each other, and the world around us while seeking peace through the use of our minds, hearts, and spirits.

The physical, emotional, mental and spiritual aspects of Indigenous/FNMI peoples are considered in all courses and programming, as are communities' experiences and issues in rural and urban settings, and in national and international contexts. Respecting the diversity and uniqueness of individuals stands at the forefront of our goal to empower the person through developing strength of one's sense-of-self and self-identity, thereby becoming confident contributors both in educational settings and all of society.

Course work offered in the Program incorporates theory and research that informs practice. Our teaching and learning environment encourages Indigenous Teacher Candidates to think creatively and critically about their own professional practice with attention to meeting learners' needs, valuing multiple modes of learning and diversity, and enacting practice that is committed to social and ecological justice.



# ABOUT OUR PROGRAM

The Bachelor of Education – Indigenous is a **five-year concurrent degree program** designed for Indigenous learners who are aiming to be Ontario-qualified educators. The program prepares students to teach in urban, rural, First Nation Métis Inuit (FNMI), Public, and Catholic educational settings and supports them in developing a deep understanding of Indigenous cultures, knowledges, and languages. An emphasis on Indigenous ways of knowing and learning is central throughout the five years of the program, which includes a series of core courses that build these understandings while considering how they apply to educational contexts such as schooling, learning from the land, learning from Elders, and related experiences.



The program also equips students with essential content knowledge and skills related to disciplines/subjects in Ontario schools at the Primary/Junior and Intermediate/Senior levels, particularly in the two final professional years of the program. Successful graduates will receive a Bachelor of Education degree and may also qualify for a General Bachelor of Arts or Bachelor of Science degree.

## WHAT CAN I TEACH?

Programs of study are offered for students interested in teaching at the Primary/Junior level (K-Grade 6) and at the Intermediate/Senior level (Grades 7-12).

For those pursuing the Intermediate/Senior division, the following teaching subjects are offered at Trent:

- Biology
- Chemistry
- Dramatic Arts
- English
- French as a Second Language
- Anishnaabemowin (Ojibwe)
- Geography
- Health and Physical Education
- History
- First Nations, Métis and Inuit Studies
- Mathematics
- Physics
- Visual Arts
- Environmental Science

## CERTIFICATION

With the completion of this program, you will be certified by the Ontario College of Teachers. This means that you can teach anywhere in Ontario.

## DID YOU KNOW?

In Year 5 of the program, practicum placements will be completed working alongside an Indigenous educator or within an Indigenous community.

# PROGRAM STRUCTURE

PRIMARY/JUNIOR Junior Kindergarten to Grade 6	INTERMEDIATE/SENIOR Grades 7-12
<b>YEAR ONE – INDIGENOUS LANGUAGE</b>	
INDG1001H: The Foundation for Reconciliation & INDG/EDUC1030H: Indigenous Education	
INDG 2800Y: Introduction to Anishinaabemowin (required if taking Ojibway language as a second teaching subject) OR INDG 2250Y: Oral Mohawk (Category A course for Indigenous Studies single major)	
Single Major (or Elective(s) if Major is Indigenous Studies)*	First Teaching Subject/Single Major (or Elective(s) if Major is Indigenous Studies)*
Elective(s)*	Second Teaching Subject*
Elective(s)*	First Teaching Subject/Single Major* (or Elective(s) if Major is Indigenous Studies)*
<b>YEAR TWO – INDIGENOUS ENVIRONMENT &amp; ECOLOGY</b>	
INDG 2100Y: Introduction to Indigenous Knowledge	
INDG 3350Y: Indigenous & Ecologically Relevant Curriculum (Field/land course – category C course for Indigenous Studies Single Major) taught throughout the year on weekends	
Single Major (or Elective(s) if Major is Indigenous Studies)*	First Teaching Subject/Single Major (or at least a .5 credit INDG course from category B or D if not already taken for Indigenous Studies Single Major)*
Single Major (or Elective(s) if Major is Indigenous Studies)*	Second Teaching Subject*
Elective(s)*	Elective(s) (or first Teaching Subject to get a Single Major if major is not Indigenous Studies)*
<b>YEAR THREE – INDIGENOUS KNOWLEDGE &amp; STORYTELLING</b>	
EDUC3010H: Learning & Literacy (with a community literacy placement)	
EDUC4010H: Topics in Math Education	
Single Major (or INDG 3105Y for Indigenous Studies Single Major)*	First Teaching Subject/Single Major (or INDG 3105Y for Indigenous Studies Single Major)*
Single Major (or INDG 3813Y for Indigenous Studies Single Major)*	First Teaching Subject/Single Major (or INDG 3813Y for Indigenous Studies Single Major)*
Single Major (or at least a .5 credit INDG course from category B or D if not already taken for Indigenous Studies Single Major)*	Second Teaching Subject*

**\*equivalent to 1.0 credit**

For a single major in Indigenous Studies:

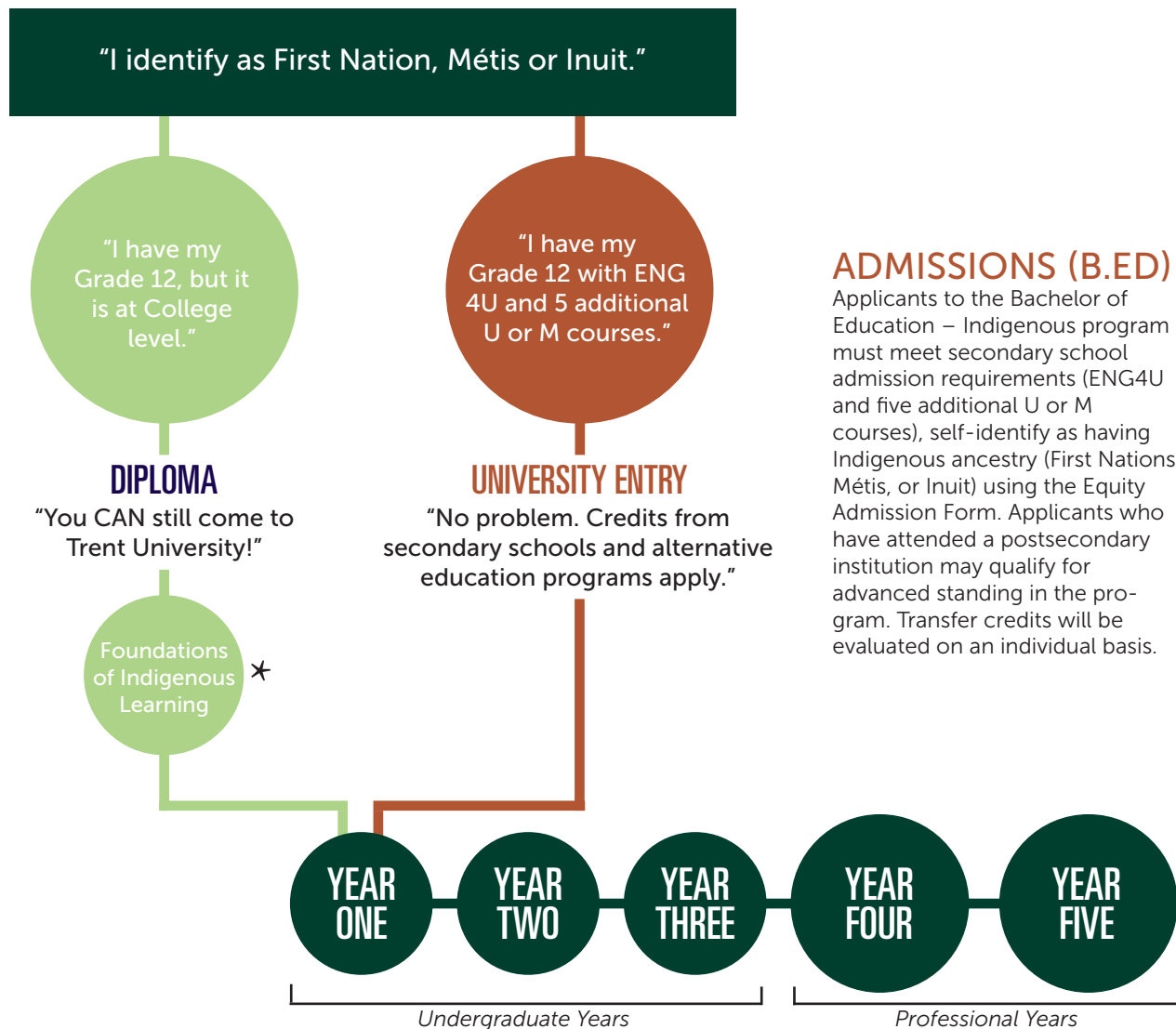
INDG1001H, INDG/EDUC1030H (in lieu of INDG1002H), INDG2100Y, INDG3105Y, INDG3813Y +2 with at least .5 from 3 of the 4 categories: INDG2800Y/2250Y – Category A, INDG3350Y – Category C / 3 of the 6 credits at the 3000/4000 Level



*Trent University  
Symons Campus, Peterborough, ON*



# PATHWAYS



## ADMISSIONS (B.ED)

Applicants to the Bachelor of Education – Indigenous program must meet secondary school admission requirements (ENG4U and five additional U or M courses), self-identify as having Indigenous ancestry (First Nations, Métis, or Inuit) using the Equity Admission Form. Applicants who have attended a postsecondary institution may qualify for advanced standing in the program. Transfer credits will be evaluated on an individual basis.

### Requirements

- Students must have an academic status of good standing (a minimum cumulative average of 60%) at the completion of year 3 to continue to year 4.
  - A minimum grade of 70% in all EDUC courses is required for the Bachelor of Education – Indigenous degree.
  - A minimum grade of 60% in INDG 1000Y is required for the Bachelor of Education – Indigenous degree.
  - Students must include at least 3.0 credits with a grade of 60% or higher, leading to majors in different disciplines, in the first three years of the program.
- ★ Students with college level secondary courses can be admitted into the Foundations of Indigenous Learning Program at Trent University, and then transfer into the Indigenous Bachelor of Education Program.

Successful completion of the field and workshop experiences (years 1-3) and the practica and placements (years 4-5) are necessary requirements for completion of the program. Upon successful completion of the program, candidates are awarded a B.Ed. degree, and certification with the Ontario College of Teachers.



## OUR STUDENTS

I just found that even with the First Peoples House of Learning that it's almost like a family that all you have to do is ask and there will be people there to help you and support you and they really genuinely care that you succeed and finish your degree.

**Autumn Skye-Cooper**  
*B.Ed. Indigenous Student*



My aspirations to become a teacher come from my community, and the ability to uplift our youth. I decided to become a teacher a few years ago, and the opportunity to be a role model for youth was really intriguing to me. Our youth are the future leaders of our communities and need support to be the best they can possibly be, and that's why I want to be a teacher. The Indigenous B.Ed is allowing me to do this and do it in a way that is inline with who I am and who I want to become.

**Thomas Morningstar**  
*B.Ed. Indigenous Student*



We learn different ways to infuse Indigenous knowledge from k-12, and we get to be placed with teachers who have been doing this work for a long time - whether they're self-identified Indigenous teachers or they just have a background in Indigenous studies – have an interest and passion, and they help support our learning as Indigenous teachers moving into the future as educators.

**Holly Redden**  
*B.Ed. Indigenous Student*





# CULTURAL SUPPORTS

## TRADITIONAL AREA & PROGRAMMING

### Tipi

The Tipi is the central location of our Traditional Area and where we hold our social fires on Tuesdays and Thursdays, from 10:00am to 4:00pm. We are pleased to offer this supportive space for students to come de-stress, relax and socialize while learning about culture and all that FPHL has to offer. The Tipi is open for all Trent Students to enjoy and a trained fire keeper will be on site to answer any questions you may have. Bring a coffee and/or a friend and come warm up by the fire!

A friendly reminder that the Tipi is a supportive and sacred space where we encourage uplifting words and support.

### Wigwam

The Wigwam is a recent addition to our Traditional Area and our newest cultural learning space. It is fashioned after a traditional Anishinaabek shelter and we have incorporated both authentic and contemporary materials and techniques.

### Sweat Lodge

The Sweat Lodge can also be found in the Traditional Area and we strive to renew and protect this area. The sweat lodge is a ceremony space that is sacred.

### Medicine Garden

Our Medicine Garden is a contemplative space that one can come and spend time at. We have incorporated the sacred medicines along with other local plants. We strive to be butterfly and bee friendly and use only natural products in our garden.

### Counselling

Supporting student's to engage with healing through capacity building, engaging in a relationship with feelings, and reconnecting to self. We provide a compassionate approach where the students well-being is paramount.

### Cultural Programming

There is always something going on at First Peoples House of Learning and we would love for you to join us! We welcome the entire Trent community to enjoy the services and programs we offer. From the annual Elder & Traditional Peoples Gathering to the Learn by Doing workshops, and visiting Elders & Knowledge holders in Residence, we provide a supportive environment where students can come, listen, and learn from all whom visit FPHL.

### Visiting Elders & Traditional Knowledge Holders in Residence

Throughout the school year, we are honored with the presence of visiting Elders and Traditional Knowledge holders. Visitors spend four days at Peterborough and one day at the Oshawa Durham campus, interacting with students sharing their knowledge and teachings. Students are invited to make on-on-one appointments, visit at the Traditional Area or come to the Traditional Teaching facilitated by our visiting Elder or Knowledge Holder. Traditional Teachings are typically offered in the Ernest and Florence Benedict Gathering Space (GSC 102), Thursday evenings from 6:00pm to 8:00pm. Elders and Knowledge Holders also present a variety of lectures across Trent University.

[trentu.ca/fphl/cultural-support](https://trentu.ca/fphl/cultural-support)

### FINANCIAL ASSISTANCE FOR INDIGENOUS STUDENTS

#### Naadaamegewin - The Art of Helping

Recognizing that students need funding to succeed in their studies, this is a partial listing of potential funding sources that are available to Indigenous students. When reviewing this listing please keep in mind that the information provided here is minimal at best and it is, thus, strongly advised that students search the accompanying links for additional information such as application forms and the criteria required to compete for these awards.

It is also suggested that students place these important deadline dates in their yearly calendars and that they begin the process of filling out applications and requesting letters of reference from professors at least one month before deadlines. Further to this, it is also suggested that students confirm all information provided here, including the deadline dates.

Emergency bursaries may also be available through the First Peoples House of Learning. Please contact our Indigenous Student Success Coordinator with your inquiry by email or phone 705-745-1011 ext. 7358.

Opportunities include support from:

- INDSPIRE
- Canada Post Aboriginal Incentive Award
- Ontario Native Education Counselling Association Four Directions Scholarship Award
- Ontario Power Generation John Wesley Beaver Memorial Award
- Government of Canada
- OSAP
- University Women's Club – Northumberland Non-Status First Nations, Métis, Inuit
- Association of Iroquois and Allied Indians Annual Health Scholarship
- Kathleen Blinkhorn Aboriginal Student Scholarship
- National Indian Brotherhood Trust Fund
- The Dreamcatcher Charitable Foundation
- Kagita Mikam Aboriginal Employment Training
- Joseph Morrison Legacy Fund
- RBC Indigenous Students Awards Program
- Gunn's Hill Wind Farm Renewable Energy Educational Bursary for Indigenous Students
- Gunn's Hill Wind Farm Renewable Energy Educational Bursary for Members of the Six Nations of the Grand River
- The Joseph Poitras Métis Bursary Fund
- Michael Melancon-Koffend Student Award

[trentu.ca/fphl/student-success/financial-assistance-indigenous-students](https://trentu.ca/fphl/student-success/financial-assistance-indigenous-students)

Students entering Professional Years (4 and 5) of the Concurrent Indigenous Bachelor of Education program, can receive additional funding through:

- Catherine Chiu Indigenous B.Ed. Award
- Harvey McCue Indigenous Student Support Fund

[trentu.ca/education/indigenous](https://trentu.ca/education/indigenous)



*Teacher Candidates  
Participating in the Powwow Potato Dance*





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SCHOOL OF EDUCATION

[trentu.ca/education/indigenous](https://trentu.ca/education/indigenous)

Program Information  
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