

# From Decolonization to Conscientization: Implementing the Alaskan Inuit Education Improvement Strategy

Nome, AK Think-Tank Report



Prepared by

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for ICC Alaska and the Nome Participants

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## INTRODUCTION

On April 4 - 5 2016 ICC Alaska held a Decolonization Conscientization Think-Tank as part of its Inuit education strategy. There were 15 participants from various regional villages and Nome present to discuss the topic of Inuit education, the impacts of colonization, and to think about the future of education for Inuit youth in their region. During the two-day workshop there was robust discussion and participation. There was a strong feeling of ownership and aliveness about the topic of decolonization and developing a strategy for the region in terms improving how education is done for Inuit youth and how Inuit people can live out self-determination in education.

As the dialogue was focused on decolonization there was a lot of discussion about how we begin to shift from colonized to conscientious, about social equity, justice, and how we as Inuit can begin to take ownership for the education of our youth. The discussions also focused on how we can break down the frames and world views of colonization that have shaped so much of Inuit life in the last century and become ingrained to a point that has detrimental and devastating effects on the identity and lives of Inuit youth. In this way it is about a systemic unfreezing, reshaping, and reintegration of the traditions that make Inuit whole and healthy. Colonization is about re-forming the children and Conscientization is about re-forming the system.

## OPENING ACTIVITIES

We started each day with an invocation and a check in. The first day the group set up some norms that would help the meeting to be successful. These norms are captured in the table below and give us a good window into how the education leaders in the region will shape future meetings and set strategy together.

### What would make our meeting successful

- Honest open sharing
- Define our success
- Aware of systemic racism/ self definition
- Help our own

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- Believe we really can
- Courage
- Being here
- Keep the momentum
- Overcome internal conflicts
- Think Native
- Be like a sponge

Our icebreaker was an introductory activity where each participant interviewed a partner to discuss why the meeting was important, what they hoped to get from the meeting, and shared a positive about themselves that they rarely share. I asked participants to share this because in our Inuit culture it is very hard for us to brag about ourselves, so to start off sharing something that makes us a little uncomfortable helps us to build trust and a safe open environment for healthy discussion. The main themes from the icebreaker activity are captured below.

## Icebreaker Themes:

### Why the meeting was important

1. To learn from each other
2. To set direction and develop a positive path forward
3. To do so honoring the past, while developing awareness, and working to heal
4. To stand strong in who we are and take ownership for the education of our youth
5. To honor and learn our cultures

### Hopes

1. To get inspiration, passion, peace and motivation to continue improving Inuit education
2. To gain knowledge, tools, and strategies to continue moving in a positive direction
3. To connect, network, empower each other and build partnerships
4. To validate Inuit education and to know that it comes from within (Internal-aq)
5. Inspire more men to join the conversation

Once we were through the opening activities we spent time developing a proper context from which to work.

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## SHARED LEARNING: SETTING THE CONTEXT

To set the context for the afternoon Pauline Siqupsiraq Harvey gave a general overview of the ICC Alaska Inuit Education improvement strategy, shared some ideas on decolonization and talked about the work she is doing in all the ICC regions. Once she finished the group was broken into small groups to share a story of a time they overcame a challenge in education, talk about what is painful in education, talk about what is working and what gives them hope for their community's education system. The intention of the small groups was to help ground the group in reality and build trust as well as highlight positive momentum by sharing the stories of how challenges were overcome and where the region is experiencing success in education. Below are the transcribed points from the small group discussions.

What is painful?	What is working well?	Where do you see hope?
<ul style="list-style-type: none"> <li>● Not seen as a teacher, overcoming it and being asked to be principal</li> <li>● Our own people giving us challenges</li> <li>● Technology</li> <li>● Whole class falls behind when some lack participation (affects those involved)</li> <li>● Poor relationships between teachers and students</li> <li>● Curriculum lacks cultural activities (It feels like I shouldn't do cultural activities, like it's not real learning, even though it is.)</li> <li>● Going into a western system coming from a traditional lifestyle</li> <li>● No one is going to the community and asking them what is important to</li> </ul>	<ul style="list-style-type: none"> <li>● Partnerships for grants</li> <li>● Willingness to learn</li> <li>● Hands on bicultural activities</li> <li>● Teaching local history</li> <li>● Taking ownership</li> <li>● Success of locals in the classrooms - bi-cultural rm. &amp; English rm.</li> <li>● Our people coming back</li> <li>● People like us</li> <li>● More native people entering the field of education</li> <li>● Administrators and teachers becoming more embracing of who we are</li> <li>● Administrators and teachers starting to ask more of what works best</li> <li>● Students connecting more with Native teachers because they can connect with them more</li> <li>● Volunteers sharing</li> </ul>	<ul style="list-style-type: none"> <li>● Elders as resources</li> <li>● The Stories spreading the Inupiaq writing system</li> <li>● Learning the language</li> <li>● Take advantage of the technology to teach Inupiaq</li> <li>● All of what is working well</li> <li>● The youth and young people give us hope</li> </ul>

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<p>them in education/schooling</p> <ul style="list-style-type: none"><li>• Teachers who don't know us, making our kids feel bad</li><li>• Teachers have low expectations of our kids because they are "Native"</li><li>• Mainstream thought puts our Inupiaq-ness at the bottom of the list</li><li>• Lack of history in school - causes anger</li><li>• Not learning our values</li><li>• Ignorant outsiders</li></ul>	<p>traditional resources ugruk, ivory, making mizigaaq, tools, situaq hunting, sharing</p> <ul style="list-style-type: none"><li>• From this we can grow</li><li>• We are starting to talk, no longer silent</li><li>• More educators are local</li><li>• Social media helps have conversations</li></ul>	
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The main themes from this dialogue stem from the effects of colonization and how indigenous peoples were forced into systems and told that their ways were not the right ways, and in many ways today still experience that. Much of the discussion highlights how much healing is required for indigenous populations and how we are making steps to reclaim and take ownership for educating our people in ways that strengthen and celebrate individual's identities as Inuit. Below is a list of main themes from the discussion.

## What is painful in our region?

1. Not being recognized as competent professionals, or low expectations of students because of being Native.
2. The disconnect between western systems and Inuit Culture are fracturing. There is a need to build the education system our own way taking the best of our culture, history and what is available to us today into consideration.
3. Poor relationships between Teachers and Students, because of ignorance and non-native teachers not being well trained about the culture.
4. Our own people's wounds and hurts cause us against each other.
5. Not teaching Inuit history or culture to our children.
6. The feeling that when we teach our ways, our culture, our history that it is not real learning. When it is a very powerful form of learning.

## What is working well in our region?

1. More Native people entering the field of education, coming back to the village, and

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- experiencing success in the classroom.
2. Administrators that are more culturally sensitive and willing to listen to what works best.
3. Hands on traditional learning, teaching of local history and volunteers that share traditional resources.
4. More dialogue is taking place, Inuit voices are no longer silent, and people are using social media as a forum to put important issues on the table.
5. Good partnerships and grants.

## What gives us hope?

1. Our elders are our resources.
2. Our young people give us hope.
3. Language revitalization through story sharing, writing, and using technology.
4. All the things that are working well.

## TRANSFORMATIVE DIALOGUE

To get us grounded in reality, prepared for strategizing work and to get to know each other further the group participated in a transformative dialogue session. They learned how the words we share with each other build community one room and one conversation at a time. We went over the basic premise that is based on Peter Block's model as it is outlined in his book "Community: The Structure of Belonging".

We are not here alone but often we feel that we are. What these dialogue sessions do is bring us together in way that liberates us to do what we were created to do, to create a new future that is distinct from the past, to let go of our old story and create a new one in a more forgiving way. Western culture fosters an environment of isolation and competition it causes us to look inward and in that we lose out on precious relationships, quality relationships. We are here to create a safe environment and to take back our ownership in building something we can all be proud to be a part of, together. We can create our future one step at a time, one room at a time.

The reason I share this section of the report in so much detail is so that anyone can feel

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that they can use this model to bring people together to build up their tribes, villages, schools and communities.

## Overall Premise:

- To build social fabric and transform isolation in our communities to connectedness and caring for the whole.
- Shift our conversations from the problems and blame to the possibility of community.
- Commit to creation of a future distinct from the past.

## Operating guidelines:

- Social fabric is created one room at a time. The room we are in.
- The key to creating a new future is to focus on our gifts and assets, on associational life or our connectedness, on the thought that all our transformation occurs through language, through how we communicate and relate to one another. (This is why our Native Language is so important).
- We already have what we need to create an alternative future.
- We can do it in small groups, they are the container for the experience of belonging and transformation.

## The main barriers in this journey are our inability to address, redress, or let go."

- Address – take a look at ourselves and what is going on inside us in relation to others and the tensions that exist. How am I feeling? What does this interaction bring up for me.
- Redress – Make right the wrongs.
- Let go – give up the stuff we don't need anymore.

## Rules for small groups:

- Get in groups of 3, people you know the least
  - Sit in a circle knees 9 inches apart
  - Each person gets the same amount of time to answer (3 minutes or so)
  - Listen intently and look each-other in the eyes
  - No advice. Ask tell me more instead
  - At the end tell your group members something you appreciated about the conversation
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We used the following four dialogue sessions for our time.

## The Possibility Conversation

The Possibility Conversation is one that focuses on what we want our future to be as opposed to problem solving the past. This is based on an understanding that living systems are really propelled to the force of the future. The possibility conversation frees people to innovate, challenge the status quo, and create new a future that makes a difference. In new work environments this conversation has the ability for breaking new ground and in understanding the prevailing culture.

## The Ownership Conversation

The Ownership Conversation is one that focuses on whose organization or task is this? The conversation begins with the question, "how have I contributed to creating the current reality?" Confusion, blame and waiting for someone else to change are a defense against ownership and personal power.

## The Dissent Conversation

The Dissent Conversation is allowing people the space to say "no". If we cannot say "no" then our "yes" has no meaning. People have a chance to express their doubts and reservations, as a way of clarifying their roles, needs, and yearnings within the vision and mission being presented. Genuine commitment begins with doubt, and "no" is a symbolic expression of people finding their space and role in the strategy. It is when we fully understand what people do not want that we can fully design what they want. Refusal is the foundation for commitment.

## The Commitment Conversation

The Commitment Conversation is about individuals making promises to their peers about their contribution to the success of the whole organization. It is centered in two questions: What promise am I willing to make to our education system? And, what is the price I am willing to pay for the success of the whole effort? It is a promise for the sake of a larger purpose, not for the

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sake of personal return.

I hope that participants can use this dialogue model in their schools and communities to bring people together to make an impact for Inuit education. I am happy to support you in this journey in anyway but please feel free and empowered to use any workshop ideas yourself.

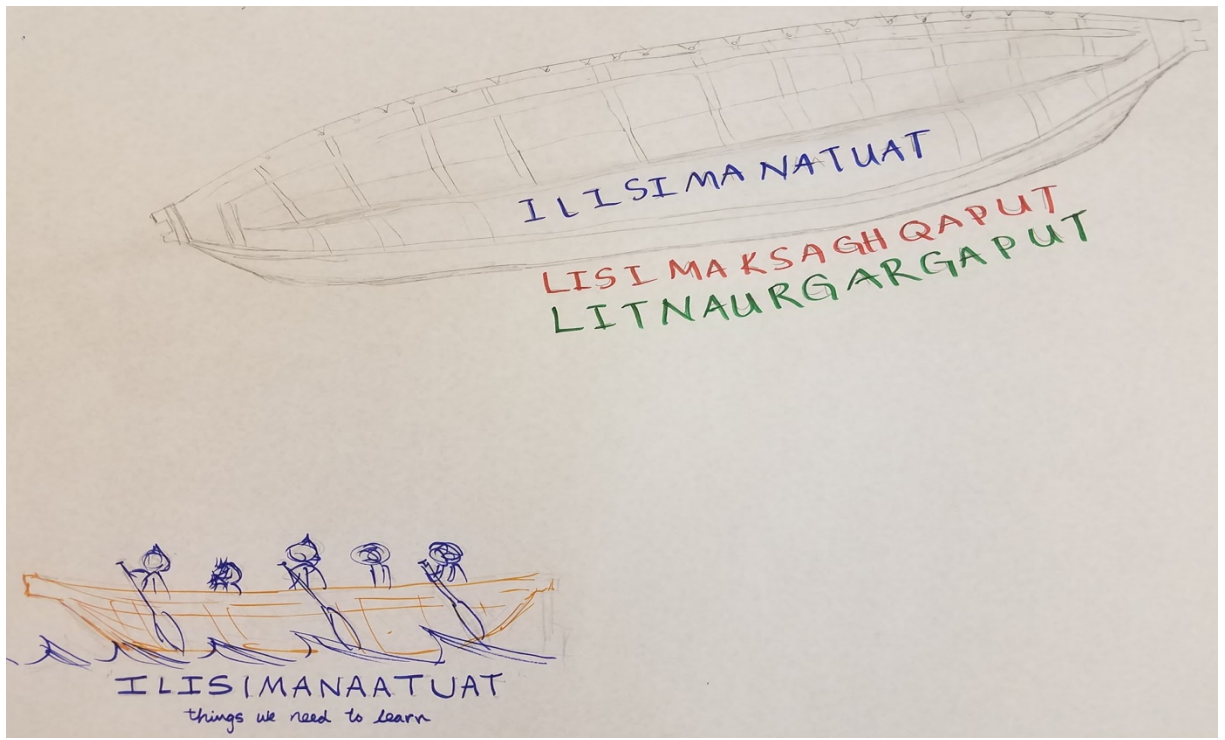
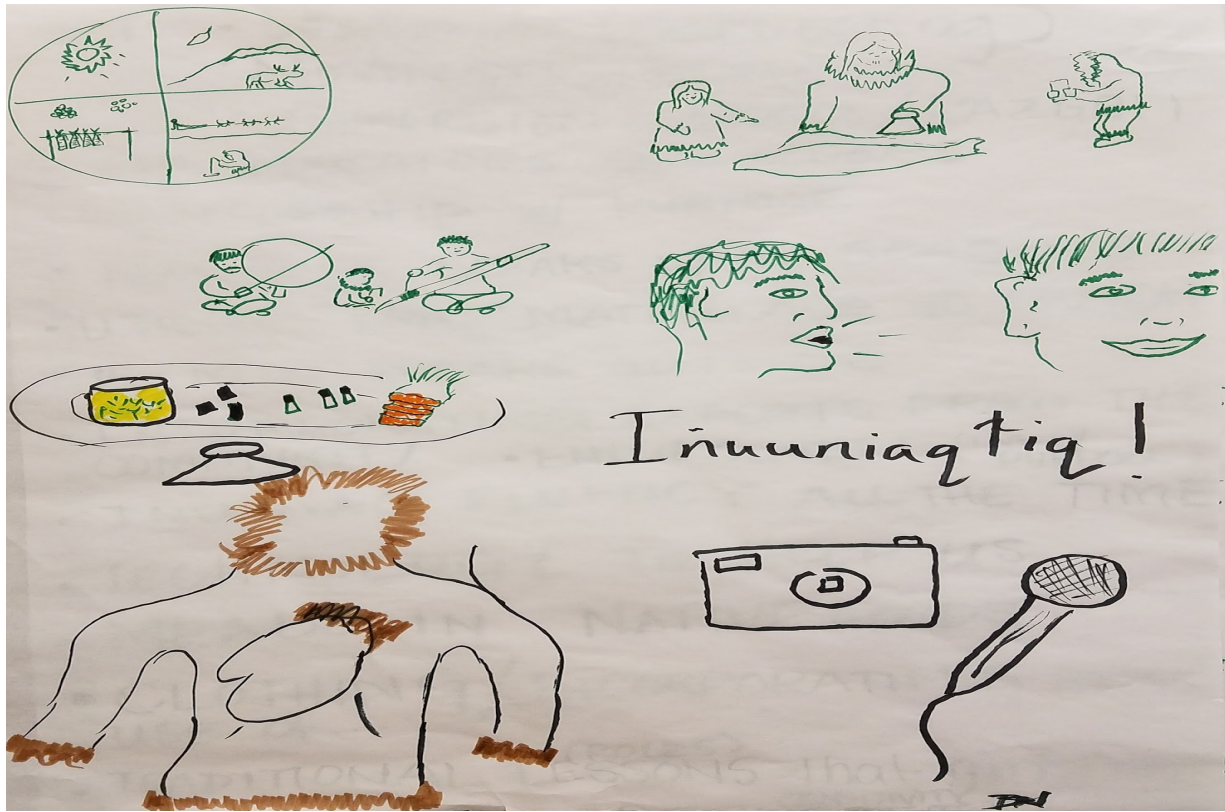
## Visioning workshop

After the transformative dialogue, we spent time discussing what a vision for the future could look like if we had the perfect conditions and systems in place. The participants were broken up into three groups to brainstorm and develop an image and a tagline to go with their image. These images were to be representative icons of what the perfect future would look like. Additionally, the exercise has the effect of aligning the participants to what is important to them and how to go about moving towards their aspirations. Below are images and taglines as well as a summary of themes.



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The common themes for the brainstorm are as follows.

1. Language immersion is a must win at all levels from infant to adult.
2. Schools that are calendared with the season's community needs in mind and that teach from traditional culture, Inuit frameworks, and values.
3. Increasing the amount of Local Native teachers and elder involvement teaching culture.
4. Teaching our local history with our voice and from our perspective.
5. Tribally owned schools and our own curriculum. True ownership of our education.
6. Intensive teacher training for outside teachers.
7. Valuing Inuit identity, instilling a sense of purpose, fostering spirituality in the youth.

## REVIEWING THE INUIT EDUCATION STRATEGY

The whole day on April 5th was focused on reviewing the ICC Alaska Inuit Education Improvement strategy. We asked the questions outlined below about each of the six strategies to begin to gain ideas about how the region can continue to improve education and get momentum on making their vision a reality for their region.

1. Where is the strategy aligned with your vision for your region?
2. What can we tactically do to support the strategy and achieve our region's vision?
3. What will be required to accomplish the strategy?

I have included below the full strategy discussions. We used small groups work to allow everyone to speak into each area and develop an exhaustive list of ideas. These ideas should be prioritized as the group continues to meet and select areas where they can make a positive impact quickly. The regional group participants should also prioritize which strategic areas they think they will need to focus on to get the best results and traction towards creating systemic changes to get results.

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## Strategy 1: Indigenization of Education Frameworks

Where there is vision alignment	Tactical things we can do to achieve the vision and support the strategy	What will be required
<ul style="list-style-type: none"> <li>• Natural effort we are putting forth &amp; coming together to bring awareness to racial equity, social justice, Eskimo heritage resources, Education summit</li> <li>• Some teachers who implement culture, picking berries, inviting elders, preparing foods, "Yupik Days"</li> <li>• Cultural weeks - Inupiaq days</li> <li>• Teller dance festival</li> <li>• First Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Be more strategic with our decolonization workshop, Kawerak will start adding this to Kawerak's cultural orientation</li> <li>• Self assessment to ensure you are being real with yourself</li> <li>• BS Leadership team can promote indigenization of frameworks</li> <li>• Strengthen NNYLO Un-Clicky-it</li> <li>• Native Honor Society - Start one</li> <li>• BS Leadership team can promote indigenization of frameworks</li> <li>• Regional boards could help develop frameworks</li> <li>• Develop local history class</li> <li>• Package all our info to teach our history; people can add into it from specific regions (Send to schools, etc.)</li> <li>• Need the space to talk about our history in a controlled environment to support people</li> <li>• Train people in each community to have this happen with children/students be receptive or learning our history in a safe environment</li> <li>• More in depth with Technologies to relate to youth and tie in our culture - teach proper etiquette</li> <li>• Systemic process for</li> </ul>	<ul style="list-style-type: none"> <li>• Cohort of community trainers to armed to be able to host a safe space for people to learn history</li> <li>• It is in our region and our family so it needs to be taught</li> <li>• How it affected us and what need to do to heal needs to be taught</li> <li>• Getting elders, parents, youth in communities together to discuss</li> <li>• Be connected</li> <li>• Develop 5 year curriculum for teachers @NWC - relevant professional development</li> <li>• Continuing ed from locals for teachers to learn more about community, extended family, etc.</li> <li>• Let's just do it! Urgent</li> <li>• Get together, make a AN history curriculum - gather your community historians and do it.</li> <li>• Examine education system in place and reform according to a more holistic community based system</li> <li>• Place based learning</li> <li>• Amy Vinlove - Mac foundation grant UAF - look into this.</li> </ul>



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	<p>incorporating culture</p> <ul style="list-style-type: none"> <li>• Encourage the use of Kawerak culture bearers</li> <li>• Include HT &amp; Racism, &amp; AN History in curriculum</li> <li>• Cultural team at each site advisory (Locals)</li> <li>• Develop what we want in curriculum</li> <li>• Meet with Shawn Arnold &amp; strategize ways to invigorate Native Youth about school</li> <li>• We need to acknowledge racism/white privilege</li> </ul>	
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## Strategy 2: Education Policy Influence

Where there is vision alignment	Tactical things we can do to achieve the vision and support the strategy	What will be required
<ul style="list-style-type: none"> <li>• BSSD Grant funds supporting teacher evaluation for certified teachers includes cultural standards</li> <li>• Effort for more training for bicultural teachers</li> <li>• 2 SILKAT programs - Certified teachers, cultural orientation - Classified to become teachers - Inupiaq language curriculum - 7 language teachers in the works</li> <li>• Growing our own teachers - NACTEC teacher training</li> <li>• Nome bilingual/bicultural staff (Only 30 min. Once a week)</li> <li>• Cultural resources via Kawerak - Eskimo Heritage program - Katirvik Cultural Center</li> </ul>	<ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Communication improvements</li> <li>• Resources developed need to be shared</li> <li>• Team of people</li> <li>• Incorporate minimums for classes daily!</li> <li>• School board and state board of education needs communication</li> <li>• Collaborate more with BSSD &amp; Nome districts for teacher professional development</li> <li>• Advocate for adequate representation of Alaska Native ways of life/Ways of knowing &amp; being in school curriculum (in Juneau)</li> <li>• Need kids to understand Native class is work</li> <li>• Learn more how to change policy</li> <li>• Jail cultural orientation</li> </ul>	<ul style="list-style-type: none"> <li>• Funds</li> <li>• Communication</li> <li>• Dedicated educators</li> <li>• Teamwork</li> <li>• Incorporate Inupiaq policies into curriculum for the board</li> <li>• NPS teacher cultural evaluation - NPS BSSD collaboration</li> <li>• Need to have all teachers participate in a culture academy</li> <li>• NPS &amp; BSSD look at NSB gathering</li> <li>• Rural Caucus policy change</li> <li>• Need policies to have Inupiaq learning framework</li> <li>• Inupiaq education &amp; instruction department in the BSSD &amp; NPS</li> <li>• Goals on our walls reminding us of our vision, mission, and values, etc.</li> <li>• Public PSA's on radio, posters, flyers</li> </ul>

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	<ul style="list-style-type: none"> <li>• National and local advocating for our Teachers publicity &amp; talk to politicians</li> <li>• Native organizing training people where each community stands</li> </ul>	<ul style="list-style-type: none"> <li>• Equivalent week long celebration of Alaska Native Culture, Similar to BSSD Inupiaq days.</li> <li>• More cultural celebrations and gatherings</li> <li>• Be present at council meetings</li> <li>• Be aware of what is going on</li> <li>• Holding our leaders accountable</li> <li>• Encourage our people to get into policy</li> <li>• Change - Megan Topkok &amp; Megan Alvanna-Stimpfle.</li> <li>• More Native people to Vote</li> <li>• Educate voters</li> <li>• Bring youth leaders to the table</li> </ul>
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## Strategy 3: Culture Based Curriculum

Where there is vision alignment	Tactical things we can do to achieve the vision and support the strategy	What will be required
<ul style="list-style-type: none"> <li>• NPS Culture Committee</li> <li>• NS Education Summit</li> <li>• NPS Strategic plan incorporating Indigenous lifeways, value systems</li> <li>• Cultural educators using indigenous value systems in teaching</li> <li>• Know them in Yup'ik &amp; Inupiaq language</li> <li>• Creating and implementing curriculum</li> <li>• Cultural planners</li> <li>• NW Campus of UAF</li> <li>• Nome Open to Supporting AK native language learning opportunities</li> <li>• Have bilingual classes - Phyllis, Lucy, Annie, Josie</li> <li>• Use elders for resources -</li> </ul>	<ul style="list-style-type: none"> <li>• Elder words of wisdom for the week</li> <li>• Need a Native Curriculum development department with resources, library and professional development</li> <li>• Find some forum to hear Inupiaq/Yupik</li> <li>• Through NWC professional development required for Teachers</li> <li>• Tours of resource banks - 1st Bicultural &amp; local teachers</li> <li>• Inclusion of tribal leaders in creation of local curriculum, in coordination with resource center</li> <li>• Elder biographies - Research Inupiaq and Yupik Names</li> </ul>	<ul style="list-style-type: none"> <li>• Re-prioritize the finances for current volunteer culture based learning</li> <li>• Face to face collaboration on a community level</li> <li>• Learn to forgive</li> <li>• NWC as a focal center to promote initiatives</li> <li>• Open minded, welcoming</li> <li>• Community connection with elders to foster knowledge &amp; skills; language - in a safe inviting place</li> <li>• Utilization of NPS minimum days to inservice teachers in our district on cultural orientation and racial equity</li> <li>• Local entities working with the schools. More</li> </ul>

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<p>Call WBB or SKK to ask questions</p> <ul style="list-style-type: none"> <li>• Dancing at the school to start classes</li> <li>• Hands on Activities</li> <li>• Learning to teach students as we're going</li> <li>• Marjorie Tahbone as a great role model @ high school &amp; on the radio</li> <li>• Digital storytelling in smaller community showcasing pride in culture for students</li> <li>• Calendar themes - Legends stories - Lucy SMK</li> <li>• Earn while you learn class - carvings portion to class</li> </ul>	<ul style="list-style-type: none"> <li>• Appoint culture bearer on Team</li> <li>• Research fluent speakers in the region - Document them speaking</li> <li>• Make the schools look like our culture, more culture based art work</li> <li>• Do announcements in Inupiaq/Yupik then in English</li> <li>• Commercials in this region to promote your culture to show people its OK to be yourself.</li> <li>• High School needs to be know it's our community - How can you tell a classroom is in Nome?</li> <li>• Elder luncheon, serve the elder</li> <li>• Need role model youth for younger generations</li> <li>• Dialects specific app &amp; resources</li> <li>• <a href="http://www.qargi.com">www.qargi.com</a> (Barrow)</li> </ul>	<p>collaboration</p> <ul style="list-style-type: none"> <li>• Make a position</li> <li>• Change what's on TV. Our own Dora like cartoon</li> <li>• Native textbooks</li> <li>• Sharing in schools, Culture videos</li> <li>• Run, jump, play media to look like kids in a positive cultural environment</li> <li>• Tell students stories, story hours, oral history</li> <li>• Have instructors/Elders come in and teach Native art and have students create their own &amp; display in classrooms &amp; hallways</li> <li>• Develop website to display archives.</li> </ul>
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## Strategy 4: Inuit Language Education

Where there is vision alignment	Tactical things we can do to achieve the vision and support the strategy	What will be required
<ul style="list-style-type: none"> <li>• Language bearers - 50's and Older speak fluently and understand - 40's only understand - 30's can understand some - 20's and younger minimal understanding</li> <li>• Some (Currently none) NWC classes</li> <li>• PSA elections on KNOM in Yupik</li> <li>• AK Native center come to Nome to give language instruction to cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Immersion schools (All levels)</li> <li>• Language task force</li> <li>• Teaching resources in the language</li> <li>• Experiential learning (Active learning) Specific to our own gender activities and roles</li> <li>• Elder story sharing in Yupik/Inupiaq</li> <li>• Find ways to promote our youth to think about becoming language</li> </ul>	<ul style="list-style-type: none"> <li>• Language classes for free @ college level for AK native students</li> <li>• List of language bearers</li> <li>• ANLPAC needs more resources</li> <li>• Time to share resources (Regional Bilingual conferences @ Katirvik)</li> <li>• Creating documents to promote languages so languages don't become stagnant</li> <li>• Summer camp where only</li> </ul>

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<p>teachers</p> <ul style="list-style-type: none"> <li>• We have a Rock Star</li> <li>• Native teachers, who speak our language in our schools</li> </ul>	<p>instructors</p> <ul style="list-style-type: none"> <li>• Utilize NACTEC to send students to language classes</li> <li>• Opportunities to hear native languages are valuable via the radio, the new museum</li> <li>• Teachers spending time to hear educators who speak Inupiaq/Yupik/Siberian Yupik</li> </ul>	<p>native language is spoken during the camp</p> <ul style="list-style-type: none"> <li>• Recognizing those who earn degrees as they progress in employment</li> <li>• Teaching language through the seasons (Hunting, fishing, gathering) (Sewing, making tools, etc)</li> <li>• Utilize ECE as a foundation to foster language</li> <li>• Creating more opportunities with elders speaking to us (anyone) in Native languages</li> <li>• Letting go of the shame</li> </ul>
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## Strategy 5: Educational Leadership Capacity

Where there is vision alignment	Tactical things we can do to achieve the vision and support the strategy	What will be required
<ul style="list-style-type: none"> <li>• Locals in Career fair council, store, carvers, etc.</li> <li>• Administrator internship program at school BSSD, NPS, NWC</li> <li>• Future teachers program, growing our own</li> <li>• SILKAT helping build programs for aides to get certified. MAC Grant</li> <li>• Native youth leadership organizations</li> <li>• Students who sit on school boards - Student reps</li> <li>• AASB - ICE initiative community engagement</li> <li>• ANSEP Alaska Native Science and Engineering program</li> <li>• Upward bound - RAHI</li> <li>• AFN delegates youth</li> </ul>	<ul style="list-style-type: none"> <li>• We need a support system for administrative positions &amp; create a group or cohort to build support</li> <li>• Too much politics - need to break down those barriers</li> <li>• Vocalizing that we are important</li> <li>• Highlight young native leaders - Multi-generational leaders</li> <li>• Highlight other degree fields &amp; come back &amp; get a job/career</li> <li>• Provide family housing &amp; dorms in the regional hubs</li> <li>• Advocate for realistic cost of living to be considered UA financial office</li> <li>• College students in villages need childcare services</li> <li>• Opportunities for young people to experience</li> </ul>	<ul style="list-style-type: none"> <li>• The whole community needs to address these issues: politics</li> <li>• Mentoring, learn from leaders, show them how</li> <li>• Parents need to be involved and local entities too</li> <li>• Student councils giving voice and learning Robert's Rules</li> <li>• Youth Leaders Program</li> <li>• Field trips to AFN, Board meetings, local tribal council</li> <li>• Asking corporations to put degree careers back in the villages - Encourage and put it out there jobs/careers to pay and have these positions</li> <li>• Kawerak showcase *PR Spec</li> </ul>



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<ul style="list-style-type: none"> <li>• PIITAS - preparing indigenous teachers in Alaska's schools</li> <li>• Maclean house at UAF</li> <li>• RSS / First Alaskans Internships</li> <li>• BSNC showcases success direction and internships</li> <li>• Arrigah house - Through church for UAA students, provides housing clean house</li> <li>• NSHC youth reps to attend meetings</li> <li>• Tuition reimbursement BSSD &amp; Kawerak</li> <li>• NSEDC, BSNC, NSHC, Kawerak, NEC, scholarships</li> <li>• IAI, I am Inuit Facebook</li> <li>• NACTEC highlights successes</li> <li>• BSNC youth providers award</li> <li>• Nome elementary school has highlights of Jackie I. and Theresa O. being Nurses</li> <li>• People encouraging people to be on boards</li> </ul>	<p>government</p> <ul style="list-style-type: none"> <li>• Acknowledge our Native leaders as serving our communities</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory AK Native Government class as a senior in high school</li> <li>• Regional leaders going into high schools and explaining to them what they do and what high schoolers can do for our future</li> <li>• Define local success - Say by to Robert's Rules of Order</li> </ul>
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## Strategy 6: Traditional Parenting Skills

Where there is vision alignment	Tactical things we can do to achieve the vision and support the strategy	What will be required
<ul style="list-style-type: none"> <li>• Kawerak tribal family coordinators family fun night</li> <li>• 3rd grader teacher invites parents to go berry picking (UNK)</li> <li>• Honoring our children day (GLV)</li> <li>• Radio clips from elders parenting tips</li> </ul>	<ul style="list-style-type: none"> <li>• Missing how we used to traditionally raise our children - different ways of learning on their own - give them responsibility</li> <li>• Changing disciplinary structure of disciplining the children - the school to match community disciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce to high school students before they're parents or elementary - Start early</li> <li>• Packets or packages of Inuit values sent home with new parents - Inuit healthy start</li> <li>• Parenting classes/refreshes too with community &amp;</li> </ul>

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<ul style="list-style-type: none"> <li>• Talking with students about family roles</li> <li>• Homework to clean up everyday and be responsible</li> <li>• Strengthening families classes</li> <li>• NACTEC parenting robot babies</li> <li>• Fishing camp with family roles</li> <li>• Extended family discipline community based</li> <li>• First catch given away</li> <li>• Taking care of your elders</li> <li>• WIC pregnancy training (non-active) parenting</li> <li>• Mentorship (Elder in training) for young parents</li> </ul>	<ul style="list-style-type: none"> <li>• Teach traditional family ways/ roles - girls hung out with grandma's sewing and butchering - Guys hunting - Kids ice fishing berry picking</li> <li>• Take kids out hunting</li> <li>• Community clean up</li> <li>• Single parent support from extended relatives</li> <li>• Traditional family names and how to treat each other</li> <li>• Have a time during the child find to teach parents and provide information</li> <li>• Create facebook page and post about Inuit parenting info "Post your favorite Nuniaq pic!"</li> <li>• Inuit child development teaching being taught or song in post secondary ed ECE degrees</li> <li>• We need to tailor education to the child's strengths - parents need to be involved.</li> </ul>	<p>elders - opportunities for parents to get together - Revamping classes &amp; requirements - Take stigma away - Partnering with BHS "Love with Limits" more general class</p> <ul style="list-style-type: none"> <li>• Partner with NSEDC's robot babies &amp; add cultural input</li> <li>• Elders &amp; parent conferences</li> <li>• Teach how to Nuniaq</li> <li>• Tribal organizations can set up the single parent support system/ young parents</li> <li>• Family adopt and elder</li> <li>• Inuit based knowledge and info, radio, &amp; media</li> <li>• Bring back knowledge of midwives - Birthing</li> </ul>
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The strategy discussions were very robust and lively. The participants generated a lot of ideas. I left these ideas in tact with the intention of leaving a clear record of the discussions and so that your regional group can begin deciding which of these areas are of main concern and priority. The summary and recommendations section offers suggestions for keeping momentum and sustaining this important work.

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## SUMMARY AND RECOMMENDATIONS

In summary the workshop was very well participated in, there were many practical and visionary ideas generated. If we are to create a movement it starts with the individual, every individual we can start to have this conversation with is a potential advocate for improved Inuit education. While some changes require fundamental systemic changes, reallocation of system funding/resources, and much advocacy and support at the policy level, there are many of the practical/tactical ideas that can have immense and immediate positive impacts. My recommended course of action is outlined below.

1. Keep the group momentum going by continuing with conference calls and other online social media outlets such as facebook groups, linkedin groups or meetup groups.
2. Use this report to inform and build upon your good work, be iterative, try things, if they don't work, try new things until it does work, continue to build on what you already know is working.
3. Set a task in your first meetings to prioritize tactics and required resources by which ones are easy to implement and have the highest positive impact.
4. Categorize each area by systemic changes required, and changes that can be carried out in shorter timeframes with individual and small group effort.
5. Develop communication outlets to build more momentum and create passionate advocates.
6. Continue to have conversations with policy makers about putting funding and resources to areas in the education system that are not currently seen as a priority to begin to create the shifts required for a new framework and system to emerge that gets you to your vision.

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Appendix: All transcribed flip charts not already included in the body of the report.

Why participants felt this meeting was important	Hopes for the meeting
<ul style="list-style-type: none"> <li>● To learn from each other</li> <li>● To become more aware of our state of education</li> <li>● Embrace our cultures</li> <li>● Generate Ideas to plan for the future</li> <li>● Learn from yesterday, heal for tomorrow</li> <li>● Preserve the past</li> <li>● Share what works with Native student learning</li> <li>● Gather resources and ideas from each other</li> <li>● Wellness, create awareness, overcome superiority, fight isolation</li> <li>● First steps, big changes start with small steps, conversations need to continue</li> <li>● Topic needs to be addressed and we need a starting point</li> <li>● It is time to say what it is &amp; what we need it to be.</li> <li>● We don't need to set aside who we are anymore.</li> <li>● We need to accept ourselves, what is good and right</li> <li>● We won't hurt our ability to function in the western ways by honoring who we are and be strong enough to share that</li> <li>● Learn more information</li> <li>● Grow personally</li> <li>● Differentiate dialects more with information from Kawerak</li> <li>● Gain more knowledge</li> <li>● Understand more about the differences - willing to empower each other - to be open - to give our knowledge</li> <li>● Re-learn our cultural heritage</li> <li>● Share our cultures and learn</li> <li>● Direction</li> <li>● Helped me to not give up on our culture</li> <li>● Important to encourage each other</li> <li>● Important to have a vision based on reality</li> <li>● For my children</li> </ul>	<ul style="list-style-type: none"> <li>● Passion</li> <li>● Motivation</li> <li>● Knowledge</li> <li>● Inspiration</li> <li>● Building partnerships</li> <li>● Learn teaching methods</li> <li>● Gain more networks and resources</li> <li>● More motivation to keep teaching</li> <li>● B/B activities</li> <li>● Healing</li> <li>● Understanding our own process</li> <li>● Advocate for students</li> <li>● New resources, Tangible goals, more hope</li> <li>● Decisions, continued communication, Try one new thing</li> <li>● Starting point</li> <li>● Direction for positive Inuit Change</li> <li>● Internal-aq (to come from inside)</li> <li>● Gain knowledge</li> <li>● Gain peace</li> <li>● Validate Inuit education</li> <li>● We are missing our men, we need more men</li> <li>● Direction to take and long term goals</li> <li>● See what comes out of this region</li> <li>● Immersion school; short term steps we can take now; wish we had year long school with seasonal breaks to honor tradition</li> <li>● Framework so each village has a structure to follow with its own specific dialect and culture</li> <li>● Motivation moving forward</li> <li>● Utilize as a tool for the future</li> <li>● Empowerment utilize more effectively the knowledge we gain</li> <li>● Refresher - Hope - Growth</li> <li>● Able to pursue college degree in furthering education - Go Ethel!</li> <li>● Self taught sewer</li> <li>● Pass on information to students</li> </ul>

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- More motivation
- Make it easier to work together
- How to respond to racism
- To learn strategies
- Network
- Tell others what is going on
- Share ideas of how to help people realize their lives are sacred - rather than just exist
- Connections
- Learn about ICC
- Have hope

## What would make our meeting successful

- Honest open sharing
- Define our success
- Aware of systemic racism/ self definition
- Help our own
- Believe we really can
- Courage
- Being here
- Keep the momentum
- Overcome internal conflicts
- Think Native
- Be like a sponge

## Vision Brainstorm

- Immersion school
- Native teachers who look like students - entire staff, principals and support staff
- Change perspective of education requirements - culture bearers
- Showcase culture in schools
- Our region is the curriculum (Oceans, hunting, sewing as math and science, local geography, oral validation, using your environment)
- School day and school year match community needs
- History of your community taught in your school - attaining family trees as part of your history
- Tribe runs the school not the state - State and Tribe braid funds
- Tests relevant to students lives
- Recognizing local leaders - statewide and village wide
- Local language as the 1st language
- Each community has the right to review curriculum and edit
- Opportunities for inter-village travel - student exchange with other villages (KKA -> SVA - Experience each other's cultures)

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- Announcements all made in local Native language
- All community members have opportunities and career opportunities
- Celebrations at school - teaching traditions 1st dance WBB
- Outsider (Lower 48/ Urban) Intense teacher training
- College classes available at school
- High standards of what we are planning to do
- Our cultural values as the school values
- 1st Quarter Honor our leaders/Heros so students are reminded who achieved, learning traits like humility
- Opportunity to earn high school credits harvesting, sewing, subsistence activities, spring time outdoor activities
- Allowing adults in language gaps to attend language classes at the school - after school adult classes
- Multi generational learning opportunities
- Inupiaq, Yupik language, SLI Yupik - Language and nest building
- Values - History - we are historically grounded - Knowledge of land, sea, and sky
- Spiritually connected - Subsistence - Stories, legends - Survival skills - Sewing - Tool making
- Able to maneuver or navigate in today's world while having a strong identity
- Teach each individual that they are sacred and have a purpose in life
- Teaching that is built on our philosophies and way of life - classroom management and discipline
- Change the class setup, no more desks lined up and facing teacher, Instead a Qargi model
- Teach men's roles and women's roles coming of age
- Curriculum is grounded in Inupiaq ways of life and built around who we are
- Image ideas - Qargi, sod house, tool bow, sigluaq, tool box, naniq, Men harpoon, knife, women ulu sewing needles, Umiaq, ribs are knowledge, rudder ancestors, Sturn, Aqut, bow = youth future, Skins = men, Stitches = women, Gunwhals, seats, spine, Paddles = community moving together
- Tags: Ilisimanaatuaat - things that need to be learned
- Seasonal (Harvesting)
- Moving/Kinesthetic
- Immersion school / Kazgri
- The educators our Elders
- Mentorship with purpose
- Natural breaks with the seasons
- Utilize "true" materials to teach
- 15 min breaks outside
- Incorporating experts from the community
- End of suicide (Lives with purpose)
- Inupiaq fluency all the time
- Technology to help us
- Meals in native foods
- Clothing/ incorporating more use of
- Traditional roles lessons - Girls/Women, Boys/Men
- Spiritual sensitivity, feeling that occurs