

Alaskan Inuit Education Alignment Summit

Program and Agenda



INUIT
CIRCUMPOLAR COUNCIL ALASKA

November 8 & 9, 2016
Hilton Hotel, Anchorage, Alaska





Dear Summit Attendees,

It's my pleasure to welcome you to the Alaskan Inuit Education Alignment Summit. This Summit is the culmination of the hard work of many people from different school districts in the four regions represented by Inuit Circumpolar Council (ICC) Alaska. My sincere thanks to everyone who contributed generously to this effort.

ICC Alaska received direction to hold this Summit from Alaskan Inuit educational leaders who directed our organization to host this Summit to seek and form alliances with indigenous groups and organizations who are involved in self-determination and indigenization efforts in education, that would benefit our people. This directive was included in

the Alaskan Inuit Education Improvement Strategy which contains six strategies and recommendations for improving education for our people. The strategy, if implemented, will greatly improve the current situation and environment for Inuit education.

This project was controlled from start to finish by Inuit. As Inuit, we believe this was the only logical approach to take. This is an approach to assessing education from the perspective of the Inuit culture. We think this approach should be utilized more often when assessing topics and issues important to Inuit. The Inuit worldview is evident throughout this strategy, as it should be.

I want to recognize Pauline Siqupsiraq Harvey, Education Project Director and the Alaskan Inuit Education Steering Committee for their tireless effort to make this Summit happen. Without her this project would not have been successful.

Quyanaqpuk!

A handwritten signature in black ink that reads "James F. Stotts". The signature is written in a cursive, flowing style.

Jim Stotts,
ICC Alaska President



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“Inuit education and language systems have been around for tens of thousands of years, representative of an intelligent, resourceful, adaptive and powerful people. Inuit students can only learn who they are – their connectedness and belonging – within an educational framework that is aligned to Inuit ideologies.” Alaskan Inuit Education Improvement Strategy, ICC Alaska, 2015.

PURPOSE AND GOALS OF THE SUMMIT

The aim of the Alaskan Inuit Education Alignment Summit is to strengthen the movement to reclaim our own ways, including how we impart knowledge and advance an education agenda that stems from our collective worldview. Drawing inspiration from our ancestors, we will reignite those concepts and beliefs that originate from those who came before and will result in the articulation of ideas for improving education for our people today. We will share with each other and learn together in a way that promotes and will nurture meaningful change and builds momentum for those who are to come.

BACKGROUND AND HISTORY OF THE SUMMIT

ICC Alaska initiated a project to improve Alaskan Inuit education in response to the 2010 Nuuk Declaration where ICC delegates decided to hold a Circumpolar Inuit Education Summit to come up with recommendations on developing culturally appropriate curriculum and other education issues. Following the Nuuk General Assembly, the ICC Alaska board made this effort the number two priority during its strategic planning process. In preparation for the Circumpolar Summit, ICC Alaska facilitated the development of the Alaska Inuit Education Improvement Strategy. Unfortunately, the Summit was not held during Greenland’s chairmanship due to a funding shortfall. Despite not having a Circumpolar Summit, ICC Alaska continued on and began fundraising to assist in the implementation of the recommendations contained in the Strategy. In 2015, we were awarded a 3 year grant to facilitate the implementation of the Strategy from the United States Department of Education through the Alaska Native Education Program. The Alaskan Inuit Education Alignment Summit is a directive in the Strategy. A renewed call for the Circumpolar Summit was mandated in the July 2014 Kitigaaryuit Declaration is currently planned to be held in Greenland in 2018. We intend to share the results of our Alaska specific efforts at the Circumpolar Summit as well as further build alignment with Inuit across the Circumpolar north to strengthen our collective efforts to improve Inuit education.

ALASKAN INUIT EDUCATION IMPROVEMENT STRATEGY

The Alaskan Inuit Education Improvement Strategy has six individual strategies. There are accompanying objectives and suggested action steps for each strategy. They represent a collective call to action-no one agency, organization or group can or should feel responsible to achieve every identified outcome. It is by combining efforts that we will achieve a common desired outcome-improvement of education, in its very broadest sense, for Alaskan Inuit children. The process begins with each person deciding to make a difference, to be accountable for the next generation. Individuals form groups taking action within their community, holding the community accountable, which holds schools, tribal organizations, and governing bodies accountable to take action.

- Strategy 1: Promote the indigenization of education frameworks to more clearly align with Inuit ideologies
- Strategy 2: Suggest, advocate for and influence policies related to Inuit education
- Strategy 3: Research, advocate for and promote the development, implementation and sharing of culture-based curriculum that focuses on students’ Inuit identity
- Strategy 4: Promote Inuit language education
- Strategy 5: Foster educational leadership capacity among Alaskan Inuit
- Strategy 6: Revitalize and reclaim traditional Inuit parenting skills.

Visit ICC Alaska’s website at www.iccalaska.org for the full Strategy document.

ALASKAN INUIT EDUCATION STEERING COMMITTEE

The implementation of the Alaskan Inuit Education Improvement Strategy is led by the Alaskan Inuit Education Steering Committee with members who serve as regional representatives. The committee has also served as the planning committee for the Alaskan Inuit Education Alignment Summit.

Jana Pausauraq Harcharek, North Slope
Bernadette Yaayuk Alvanna-Stimpfle, Bering Straits
Janet Assingaq Johnson, Southwest
Nellie Agnik Ballot, Northwest Arctic
Madelyn Kiminaq Alvanna-Stimpfle, Youth Representative

SUMMIT THEME

“Always Moving Forward”

Siutmuinalainaq! – Bering Straits
Igliqtuiñaq Sivutmun! – Northwest Arctic
Sivunmusuñaiññaq! – North Slope
Ciumurqurluni! – Southwest

ALASKAN INUIT EDUCATION ALIGNMENT SUMMIT AGENDA

TUESDAY, NOVEMBER 8, 2016 DAY 1 AGENDA

- 9:00AM
1. **REGISTRATION:** 8am – 9am
 2. **OPENING ACTIVITIES:**
 - a. Invocation and lighting of the Seal oil lamp led by Cecilia Martz
 - b. Welcoming Remarks by Jimmy Stotts, President, ICC Alaska
 - c. Welcome Song Led by Nellie Ballot
 - d. Theme outline and Icebreaker led by Kiminaq and Yaayuk Alvanna-Stimpfle
 3. **PRESENTATION:** Inuit education strategies and Rural Caucus priorities
 - a. Inuit education strategies presentation led by Pauline Harvey
 - b. AASB Rural Caucus priorities presentation led by Qaiyann Harcharek
 - c. Table talk debriefs
 4. **GUEST SPEAKER:** “Reclaiming Indigenous Education Sovereignty: The struggle against new forms of assimilation”, Distinguished Professor Graham Hingangaroa Smith, Phd (Auckland), M.A. (Hons), Dip. T, D Litt (Hon.Causa), LLD. (HonCausa), New Zealand, Maori
 - a. Presentation
 - b. Table talk debrief
- 12:00PM
5. **LUNCH PROGRAM:** “Reclaiming traditional cultural and spiritual activities as evidence-informed practice to promote well-being and positive development in our communities.”, Monica Tsethlikai, Assistant Professor in the T. Denny Sanford School of Social and Family Dynamics at Arizona State University
 - a. Presentation
 - b. Table talk debrief
 6. **GUEST SPEAKERS:** “From within our hearts, it works: Authentic Practices in Cultural Education”, Nita Reardon and Cecilia Martz, retired Yup’ik educators
 - a. Table talk debrief
 7. **GUEST SPEAKER:** “Teaching for Empowerment: Engaging Youth in Critical Discussions About Identity.”, Valerie Shirley, Assistant Professor in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona College of Education
 - a. Presentation
 - b. Table talk debrief
- 4:45PM
8. **CLOSING:** Day one closing
 - a. Small groups debrief – What have we learned that impacted us most
 - b. Gallery walk
 - c. Closing comments by Janet Johnson and Jana Harcharek

WEDNESDAY, NOVEMBER 9, 2016 DAY 2 AGENDA

- 9:00AM
1. **OPENING ACTIVITIES:**
 - a. Welcoming Remarks by Nellie Ballot
 - b. Invocation
 - c. Reconciliation process led by Yaayuk Alvanna-Stimpfle
 2. **WORKSHOP:** Decolonization and embracing culture
 - d. Introduction by Jana Harcharek
 - e. Small group breakouts led by Jered Stewart
 - i. How has our resilience and spirituality as Inuit people helped us to survive colonization?
 - ii. What do we need to forgive or let go of?
 - iii. How do we create a system that works for us?
 - f. Large group debrief
 3. **WORKSHOP:** Aligning rural caucus priorities and the Inuit Education Strategy
 - g. Small group breakouts led by Jered Stewart
 - i. What are the commonalities between the two documents?
 - ii. What barriers to change are keeping us from getting from here to where we want to be?
 - iii. How do we overcome these barriers?
 - h. Large group debrief
- 12:00PM
4. **LUNCH PROGRAM:** "Ho'i Hou I Ke Kumu - Returning to the Source for Building Teacher Education.", Keiki Kawai'aeae, Director of Ka Haka 'Ula o Ke'elikolani Collage of Hawaiian Language at the University of Hawaii at Hilo
 - a. Lunch served
 - b. Presentation
 - c. Table talk debrief
 - d. Special Performance, Byron Nicholai
 5. **WORKSHOP:** Aligning rural caucus priorities and the Inuit Education Strategy
 - i. Small group breakouts led by Jered Stewart
 - i. Strategy review
 - ii. What will it take to carry out this strategy?
 - iii. What systems and policies need to change?
 - iv. Large group debrief
 - j. Gallery walk and prioritization
 6. **WORKSHOP:** Next steps by region
 - k. Small groups by region
 - l. Large group debrief
 7. **GUEST SPEAKER:** Final presentation, Marjorie Tahbone, Iñupiaq youth leader from the Bering Strait region.
 - m. Presentation
 - n. Table talk debrief
- 4:45PM
8. **SUMMIT CLOSING CEREMONY:** Closing activities
 - o. Priorities led by Kiminaq Alvanna-Stimpfle
 - p. Closing remarks by Nellie Ballot
 - q. Closing prayer: Dr. Graham Smith and Keiki Kawai'aeae
 - r. Put out the ceremonial Seal Oil Lamp- Kiminaq Alvanna-Stimpfle

SUMMIT SPEAKER BIOGRAPHIES



DISTINGUISHED PROFESSOR GRAHAM HINGANGAROA SMITH

Distinguished Professor Smith is an internationally renowned Māori educationalist who has been at the forefront of the Māori initiatives in the education field and beyond. His academic background is within the disciplines of education,

social anthropology and cultural and policy studies, with recent academic work centred on developing theoretically informed transformative strategies for intervening in Māori cultural, political, social, educational and economic crises. He is involved in the development of Tribal Universities and has worked extensively with other indigenous peoples across the world, including Canada, Hawaii, USA mainland, Taiwan, Chile, Australia and the Pacific nations. Distinguished Professor Smith received his Ph.D. from the University Auckland and is a Fellow of the American Association for Research.



MONICA TSETHLIKAI

Monica Tsethlikai is an enrolled member of the Zuni tribe. She graduated from the University of Notre Dame in 1991 followed by 8 years as a youth counselor and juvenile probation officer working with primarily Hispanic, Tohono O'odham and Pascua Yaqui youth. She obtained a Master's degree in

Indigenous Nations Studies in 2001 and Ph.D. in Psychology (cognitive and quantitative) in 2005 from the University of Kansas. She completed a postdoc at the University of California, Santa Cruz under the direction of Dr. Barbara Rogoff. She was an assistant professor of psychology at the University of Utah for 6 years. She is currently an assistant professor in the T. Denny Sanford School of Social and Family Dynamics at Arizona State University. She is interested in how children's daily activities shape brain development with a special focus on cultural activities and American Indian children. Her research is currently funded by the William T. Grant Foundation with past funding from the Native Children's Research Exchange, the Spencer Foundation and the Ford Foundation supporting her research and career development. Her research has appeared in top tier journals including *Developmental Psychology*, *Child Development Perspectives*, and the *Journal of Cognition and Development*. Her research is focused on advocacy and social justice through empowerment by helping tribes develop evidence informed practices based on Indigenous knowledge and ways of being.



NITA YURRLIQ REARDEN

Nita Yurrlig Rearden is a Yup'ik from Kotlik, Alaska, Lower Yukon area, with a MA degree in Cross-Cultural Studies. She taught primary grades in Bethel and Kotzebue, and worked in bilingual department in Bethel district office as Yup'ik language, culture, and arts specialist. She oriented new teachers through

cultural courses and served on various committees, a total of 28 years. She is a retired teacher from Lower Kuskokwim School District. She continues to be involved in education through Alaska Native Education Association (ANEA) and Alaska Arts Education Consortium (AAEC) teaching Yup'ik arts at the summer institutes. She also served on State education committees; Quality Teacher Team, Alaska State Literacy Team, Alaska State Cultural Standards Team, and on advisory board as a Cultural Barrier for University of Alaska, k-12 Outreach Programs. Her bilingual experience in LKSD and involvement in many committees has broaden her to work with other grants; ACHIEVE (Alaska's Culture Heritage in Education is Vital for Excellence), Port Graham and Igiugig Tribal Language Groups. Her work is unending and she does what she loves to do, help and train teachers. Nita has 4 college graduate children, and 6 grandchildren. She lives in Homer with her husband Mike, retired from Fish & Wildlife Service.



TACUK CECILIA MARTZ

Tacuk Cecilia Martz was born in a salmon berry camp around the Qissunaq area. She went to St. Mary's Mission High School, obtained her B.Ed and M.Ed from the University of Alaska, Fairbanks. She taught in the Anchorage Borough School District, Qissunamit School District, and the UAF Campus in Bethel. She is now retired and enjoys subsistence activities, grandchildren, and just life.



VALERIE SHIRLEY

Valerie Shirley is an Assistant Professor in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona College of Education. She received her Ph.D. in Curriculum Studies from Purdue University and M.S.

degree in Curriculum and Instruction from the University of Wisconsin-Madison. Upon receiving her B.A. degree in Elementary Education from Arizona State University, she taught in two elementary schools located in two Native communities in Arizona. She is a member of the Diné Nation which continues to shape her research and pedagogical interests. As such, her previous research work engaged Diné youth in the process of critically examining their identities in relation to history and the Diné epistemology. Her research interests are within the areas of critical Indigenous pedagogy, social justice pedagogy, youth empowerment, curriculum development, teacher education and Indigenous education.



MARJORIE KUNAQ TAHBONE

Marjorie Kunaq Tahbone is Inupiaq and Kiowa from Nome, Alaska where she learned how to gather foods from the land and sea. She has been rooted in her culture at an early age and continues to learn and live the traditions of her ancestors.

“My goal has been to strengthen our identity and build a foundation that our youth can grow upon.” Marjorie does this by being a language teacher, radio deejay, motivational speaker, native games coach, and a traditional Inuit tattooist. Marjorie is one of a few traditional tattooists who practice the ancient technique of skin stitching just as her ancestors did generations before her. She is bringing traditional Inuit tattooing to the forefront of our revitalization efforts by giving lectures and presentations around the world. She is preparing to travel to Italy then Spain for the Traditional Tattoo & World Culture Festival in May 2017, there Marjorie will share information about Inuit tattooing and the revitalization effort that is currently happening in Alaska.

In 2011 Marjorie was crowned Miss Indian World and represented over 500 tribes as a cultural ambassador. In 2012 she received her Bachelors degree in Alaska Native Studies with an emphasis on Inupiaq language at the University of Alaska Fairbanks (UAF). Marjorie is currently pursuing her Masters in Cross-Cultural Studies at UAF.

KEIKI KAWAI'AE'A



University of Hawai'i at Hilo Director, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language. Dr. Keiki Kawai'ae'a resides in the Hawaiian homestead community of Keaukaha on Hawai'i Island. As a passionate parent, grandparent and educator of Hawaiian speaking children, she has

played a pioneering role in the development of Hawaiian education, teacher education, curriculum development and Hawaiian language revitalization as a platform for renormalization of Hawaiian. Dr. Kawai'ae'a currently serves as the director of Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. The college has developed a preschool through doctoral (P-20) Hawaiian medium model of education and is the first indigenous language college in the US.



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ABOUT ICC ALASKA

Inuit Circumpolar Council (ICC) Alaska is a 501(c) 3 non-profit organization that exists to be the unified voice and collective spirit of Alaskan Inuit, to promote, protect, and advance Inuit culture and society. ICC Alaska membership includes regional organizations that represent Inupiat, Central Yup'ik, Cup'ik and Saint Lawrence Island Yupik in the North Slope, Northwest Arctic, and Southwest regions in Alaska.

ICC Alaska is a national member of ICC International, an international, non-governmental organization founded by Eben Hopson, Sr. from Barrow, Alaska, in 1977. Its creation came out of the realization that Inuit need to speak with a united voice on issues of common concern. Today, ICC represents approximately 160,000 Inuit in Chukotka (Russia), Alaska (United States), Canada and Greenland. ICC holds Consultative Status II with the United Nations and is a Permanent Participant at the Arctic Council.

ICC strives to strengthen unity among Inuit of the circumpolar north; promote Inuit rights and interests on an international level; develop and encourage long-term policies that safeguard the Arctic environment; and seek full and active partnership in the political, economic, and social development of the Circumpolar north. ICC receives its mandate from Alaskan, Canadian, Greenlandic and Chukotkan Inuit delegates, who gather in a General Assembly held every four years.

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