Sharla Peltier

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# Anishinaabemowin-learning ⏐anishinaabewin philosophy ⏐Pedagogical Approaches and Resurgence of oral & cultural traditions⏐Indigenous Paradigm, community-engaged research practices & methodologies

* Faculty member with 4 years instructional, research, and service experience
* 25 years of successful engagement in learning Anishinaabemowin, and Anishinaabewin resurgence in language-acquisition contexts and Indigenous Knowledge systems
* Teaching in schools, post-secondary institutions, Aboriginal and non-Aboriginal communities advancing Circle pedagogy, oral tradition spiral learning and reflective praxis
* Proven success in research project leadership and management, strategic planning, on-line and face-to-face course development
* An extensive list of publications and presentations combined with a broad professional and community network.

# Education & qualifications

*Doctor of Philosophy – Human Studies, Interdisciplinary,* Laurentian University, Sudbury, Ontario

Emphasis: Aboriginal Education, Indigenous Philosophy, and Sociology - Socio-Cultural community and family systems

Thesis Title: *Demonstrating Anishinabe Storywork Circle Pedagogy: Creating Conceptual Space for Ecological Relational Knowledge in the Classroom*

Supervisors: Dr. Janice Buley, School of Education and Dr. Darryl Manitowabi, Department Anthropology

2013-2016

*Master of Education –* Nipissing University, North Bay, Ontario

Emphasis: Aboriginal Education, Indigenous Research Methodology, Oral Tradition, Anishinaabe story

Thesis Title: *Valuing Children’s Storytelling From an Anishinaabe Orality Perspective*

Supervisors: Dr. John Long, Dr. Mumbi Kariuki, Faculty of Education and Professional Studies - Schulich School of Education 2007-2010

*Bachelor of Science –* University of Alberta, Edmonton, Alberta

Emphasis: Human Communication, Language Learning, Indigenous Language & Culture

Project Title: *Gestural Communication of the Alberta Plains Indians*

Supervisor: Dr. Ann Putnam, Faculty of Rehabilitation Medicine 1982–1986

# Awards and Acknowledgements

Laurentian University Doctoral Fellowship 2013 – 2016

Laurentian University Graduate Scholarship. 2013 – 2016

Canadian Association of Speech Language Pathologists & Audiologists 25 Year Service Award 2011

Chippewas of Rama First Nation Post-Secondary Degree Award 2010

Adrian Hope Scholarship in Cree Language & Culture, University of Alberta 1984

# academic TEACHING & Courses Taught

University of Alberta, Department of Elementary Education, Faculty of Education

Edmonton, Alberta, Canada

**Assistant Professor**  2016 – present

COURSES TAUGHT:

* EDEL 335: Introduction to Curriculum & Pedagogy in Elementary Social Studies, Department of Elementary Education (main campus), Aboriginal Teacher Education Program, Faculty of Education (Teaching in First Nation community contexts), teaching on main campus, Faculty of Education; 4 sections • The course provides an introduction to social studies planning, resources, subject matter, and strategies for creating an environment of equality and respect for all people (including First Nations, Metis and Inuit) within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all • It is impossible to engage in social studies at a distance from the diverse personal, cultural, institutional, place, political, social, and temporal narratives shaping people, the land and environment, policy, and practice. A classroom environment that nurtures relationships, intercultural knowledge and experiences, and builds appreciation for Indigenous socio-cultural and ecological contributions to society is key to an inclusive classroom community that enhances intrinsic motivation to learn, social justice and reconciliation in society.
* EDU 100 Contexts of Education, Department of Secondary Education; 2 sections • This course provides an introduction to education with an emphasis on exploring what it means to be a teacher in contemporary society. • Education is explored in different contexts and from the following perspectives: historical, sociological, philosophical, Indigenous, political, and ethical. • While the main focus of this course is teaching in Alberta K-12 schools, comparisons will also be made with education in other contexts.
* EDPS 432 The Education of Native Peoples in Canada: A Historical Study, Department Educational Policy (main campus); Aboriginal Teacher Education Program, Faculty of Education (Teaching in First Nation community contexts - Blended delivery); 2 sections. • The course examines various aspects of the historical background and context relating to the education of Indigenous peoples in Canada • Concepts of education are explored from varying perspectives, focusing most particularly on an Indigenous point of view • The lectures, discussions, and readings are designed to critically assess and evaluate the social, economic, political and theoretical foundations which have historically contextualized this policy/practice and the impact Canadian educational policy and practice have had on Indigenous peoples up to the current days • Given the diverse nature of the historical educational experience of Indigenous peoples, only selected areas will be examined in detail. Students however, will have the opportunity to pursue research into topics of their choice • The practice of viewing First Nations as homogenous groupings puts at risk the integrity of each Indigenous community’s historical educational experience. By providing a general overview of the history of First Nation education in Canada, along with examples of distinctive educational experiences of particular First Nations, this course will honour the contemporary and diverse cultures.
* EDEL 595 Kiskinohamakewin: The Passing On Of Knowledge, Department of Elementary Education (blended delivery); 1 section • This course was designed by the instructor to provide students with the opportunity to explore the centrality of an ‘orality consciousness’ and to reflect on Indigenous Knowledge as a learning process • Within the Indigenous oral tradition, stories are re-told, awakening new perspectives for the listener each time. In a story circle, the listener engages in inner dialogue, listening, sharing, and the process of knowledge creation. Stories are carried forward in new experiences for deeper knowing and further story-sharing • In this course, students will be immersed in experiential learning with Land/Place to stimulate reflection, personal sharing and collective coming to know.

Laurentian University, Sudbury, Ontario

**Sessional Instructor** (Fall, Winter, Spring) 2016 – 2017

COURSES TAUGHT:

* EDUC 1046 Indigenous Ways of Learning, School of Education • The instructor designed this course to immerse the student in a wholistic pedagogy (experiencing and doing, relating and feeling, thinking, intuitive reflecting) • Emphasizing Indigenous Circle process of oral transmission of story and knowledge creation • field experience to re-establish and strengthen relationship with Land and learning from Place.
* SOCI 2016 Thinking Sociologically, Department of Sociology • This course develops reflective and critical examination of sociological theories, sociological approaches, how knowledge functions in society, and social justice issues and change • Emphasis on North American Indigenous contexts
* ANTR 2906 Introduction To Linguistics, Anthropology Program • This course applies an anthropological linguistic lens to examine how language mirrors social structure and cultural-specific thought patterns • Emphasis on North American and Indigenous contexts

**Academic Guest Lectures and Invited Presentations:**

* Master Student Seminar: *Developing Culturally Competent Approaches and Practices with Aboriginal Clients, Faculty of Rehabilitation Medicine* (Department of Occupational Therapy) University of Alberta 2019
* Elementary Education Doctoral Seminar, University of Alberta 2019
* Doctoral Student Seminar: *Supervisor/Student Relationships*, University of Alberta 2019
* ATEP Professional Learning Seminar: *Honouring Your Life Experience, Stories and Knowledge*  University of Alberta 2019
* Graduate Student Research Symposium: Weaving Ways, University of Alberta. Keynote: *Indigenous Research Methodology: Anishinaabewin* 2019
* Early Literacy & Language Network: Canadian Indigenous Learning Spaces, Memorial University, St. John, NL

Webinar: *Doing Reconciliation Work – Seeing The Indigenous Child* 2019

* Kikipew ATEP Symposium, Faculty of Education, University of Alberta. *FNMI Foundational Knowledge* Discussion Leader with colleague 2019
* Think Indigenous International Education Conference, University of Alberta and Enoch Cree Nation, AB

Keynote: *Research IS Story* 2019

*Presentation: Anishinaabewin In The Academy* 2019

* 26th Annual Stabilizing Indigenous Languages Symposium, Winnipeg, MN

*Anishinaabemowin in Academic Research and Teaching,* Co-Presented with Elder 2019

* Secondary Education EDS 213 Processes of Curriculum Development, University of Alberta 2018
* Faculties of Linguistics, Education, and Native Studies, Canadian Indigenous Languages & Literacy Development Institute, University of Alberta EDEL 505 Kinanaskoniitin: Assessment in Indigenous Language Classrooms, 2017, 2018
* Annual Meeting of the Canadian Association of Geographers, York University, Toronto, Ontario *Indigenous Pedagogy for Embodiment of Anishinaabe Ecological Relational Knowledge* 2017
* Elementary Education EDEL 505 Theory and Practice in Language Arts, University of Alberta 2017
* Decolonizing Conference Race, Anti-Racism and Indigeneity: Anti-Colonial Resurgence and Decolonial Resistance, Centre for integrative Anti-Racism Studies, OISE. *Decolonizing Through Relationship With Aki (Land) Workshop* 2016
* Graduate Student Conference: Canada - Homeland or Hostile Land, Robarts Centre for Critical Canadian Studies, York University, Toronto, Ontario *Missing and Murdered Aboriginal Women: Relationship and Reconciliation* 2016
* EDEL 595 Teaching Language Arts in First Nation Contexts, University of Alberta 2016
* Concurrent Education Program, School of Education, Laurentian University, Sudbury ON *CAIROS Blanket Exercise* Team Facilitator, 3 classes 2016
* PhD Human Studies Program, Laurentian University, Sudbury, ON *Interdisciplinary Research and Indigenous Paradigm Approach* 2016
* Language Development, Identity and Assessment Group, Lethbridge University, Lethbridge, AB *Facilitating Culturally Responsive Language and Literacy Learning For Students With* Aboriginal *English Dialects* 2016
* Now Play Research Project Conference, University of Toronto, Faculty of Education *Seeing the Aboriginal Child: Increasing Orality Consciousness and Wholism in* Praxis Paper Presentation 2016
* Laurentian University, PhD Research Symposium, Sudbury, Ontario Circlework Pedagogy: An Indigenous Research Paradigm 2015
* Concurrent Education Program, School of Education, Laurentian University, Sudbury  
  *Media and Literacy Bias* 2014
* Laurentian University, PhD Research Symposium, Sudbury, Ontario, An Ethnographic Investigation of Aboriginal Education 2014
* International Centre for Interdisciplinary Research in the Human Sciences Day, Witnessing Suffering Panel: Media Reactions to Missing and Murdered Aboriginal Women 2014
* Concurrent Education Program, School of Education, Laurentian University, Sudbury  
  *Media and Literacy Bias Classroom Aboriginal Resource Selection Criteria* 2015
* Communication Sciences Program, Laurentian University, Sudbury, ON *Oral Language and First Nations Learners*  2013
* Communicative Disorders Assistant Program, Georgian College, Orillia, ON *Language Services for First Nations Populations – Cultural Sensitivity Issues and Speech Dialect Interventions* 2012
* Laurentian University School of Education, Sudbury ON *Cultural Awareness and Issues Regarding Aboriginal History, Culture, and Language* 2011
* Communicative Disorders Assistant Program, Georgian College, Barrie, ON Speech & Language Intervention: Making it Relevant to Anishinaabek People 2011
* Canadian Federation of University Women, Nipissing University, North Bay, ON Keynote: *Educational Challenges and Opportunities for Aboriginal Women* 2009

**Contributions to Graduate Student Supervision and Mentorship:**

* 4 Undergraduate students (University of Alberta, Faculty of Education, Native Studies, Environmental Sciences) Mentorship Indigenous Contexts, Advising 2018 – present
* 1 Doctoral student (University of Alberta, Faculty of Education) Graduate Teaching Assistant Supervisor, Introduction to Curriculum & Pedagogy in Elementary Social Studies, 2019
* 4 Master’s students (University of Alberta, Faculty of Education) Advising 2017 - present
* 3 Postdoctoral fellows(University of Alberta) Training Indigenous Contexts 2016 - present
* 6 Doctoral students (University of Alberta, Laurentian University, Sudbury ON) Examining/Supervisory Committee 2016 – present
* 1 Master student (McMaster University, Global Health Program, Hamilton, ON) Aboriginal Specialization Advisor for Global Health Scholarly Paper Examining the Effects of the Residential Schools on Speech-Language Development of Canadian Aboriginal Children 2015 – 2016
* 1 Master student (Laurentian University, Anthropology Program) Graduate Teaching Assistant Supervisor, Introduction to Linguistics course 2016
* 1 Master student (University of British Columbia, School of Medicine, Faculty of Audiology and Speech Sciences) Thesis Research Report Reader   
  Ojibwe (Anishinaabemowin) - Developing a Word List to Evaluate Speech Development 2014

# CURRICULUM DEVELOPMENT & TRAINING

* Alberta Ministry of Education, Edmonton, Alberta K-4 Language Arts First Nations, Metis, and Inuit Curriculum Design consultation (Indigenous oral tradition pedagogy) 2018
* Alberta Ministry of Education, Edmonton, Alberta Revised Alberta Kindergarten – Grade 4 Academic Content Expert Reviewer 2018
* Ontario Ministry of Education, Toronto, Ontario Revised Social Studies / History curriculum Reviewer 2016
* Joint Implementation Working Group, Ontario Ministry of Education, Toronto, ON Curriculum Response to the TRC Calls to Action  
  Elementary/Secondary School Curriculum Writing and Resource Development Team 2017
* 104th Grey Cup Educational Resource, Toronto, Ontario Indigenous Sports and Stereotypes Junior/Intermediate Program Curriculum Writing Team 2016
* Ontario Ministry of Education, Toronto, Ontario Aboriginal Perspectives Educator Toolkit - Primary/Junior Lesson Plans Team writer traditional community systems and relationality 2013
* Ontario Ministry of Education, Toronto, Ontario Aboriginal Perspectives Social Studies Lessons Primary/Junior/Intermediate Program Writing Team 2013
* Rainbow District School Board, Sudbury, ON

Aboriginal Perspectives Elementary Program Curriculum Design & Teacher Professional Training Team Member 2012 - 2015

* Ontario Ministry of Education, Minister’s Advisory Committee, First Nation, Metis and Inuit

Education, Toronto, ON, Technical Table Member 2010 - 2012

* University of British Columbia - School of Audiology & Speech Sciences, Vancouver, BC Speech Language Pathology and Audiology For People of First Nation, Métis and Inuit Heritage Cultural competency graduate course (Syllabus Design in Collaboration with: Dr. Judith Johnston & Dr. Barbara May Bernhardt) 2004 - 2005
* Couchie Memorial Day Care and Garden Village Ojibway Day Care, Nipissing First Nation Learning Language And Loving It Early Childhood Educator Hanen Program Trainer 2005
* Wii-Ni N’Guch Tood L.D.M. Wikwemikong Board of Education and Ontario Works Educational Assistant Skills Enhancement Course 2002
* Noojmowin Teg Health Centre, Wikwemikong, ON Hanen Program For Early Childhood Educators 2001
* M’Chigeeng Binoojiinh Gamgoonhs Early Child Development Center, M’Chigeeng First Nation Hanen Program For Early Childhood Educators 2000

# RESEARCH AWARDS AND PROJECT Contributions

Building connections and relationships within the University community and with Elders and Aboriginal communities across the country

**Co-Applicant** - Evaluation Capacity Network: Collaborating for Community-Driven and Culturally Relevant Early Childhood Practices, Programs, and Policies (SSHRC Partnership Grant, University of Alberta) • Existing top-down program evaluation paradigms run counter to a groundswell of calls for community self-determination and innovation aimed at overcoming barriers to using data to support child wellness and enhancing the factors that enable children’s equity, dignity, and success • Reconceptualizing program evaluation values, methods, tools, and training to ensure that evidence generation processes are community-driven, culturally relevant, and useful • Developing community-driven and culturally relevant ways of producing and using evidence to improve early childhood programs, practice, and policy towards system effectiveness • Working from a platform of liberatory praxis to address a pertinent issue identified by those in the early childhood field. $ 2.5 M 2019 – 2026

**Co-Applicant** - Feast Center For Indigenous STBBI Research (CIHR Partnership Grant, CIHR Centres for HIV/AIDS, Hepatitis C and other STBBIs Population Health and Health Services Research, McMaster University, Hamilton, ON) • A multi-jurisdictional and multidisciplinary team of researchers and stakeholders dedicated to Indigenous health research • development of the Feast Centre for engagement of a cadre of scholars with Indigenous community who bring lived experience towards supporting health policy and research focused on prevention and improving quality of life for those living with STBBIs • Establishing, implementing, and sustaining strategic programs and initiatives through a national network with strong academic, community, and intersectoral partnerships • A strengths-based perspective and Indigenous Knowledge approaches indicative of Indigenous research $ 5 M 2019 – 2026

**Project Lead, Project co-manager, Co-Researcher** (Project Team of 5) - Growing Faculty, Staff and Student Foundational Knowledge of Indigenous Philosophies, Epistemologies, Ontologies, and Pedagogies (Alberta Ministry of Education, Teaching Innovation) • 21 co-researchers bringing Indigenous Knowledge into our praxis as professors, faculty of education staff, undergraduate students, graduate students, and community helpers (Oshkaabewisag). $ 80,541 2018 – 2021

**Principle Investigator** - Aboriginal Teacher Education Program Pre-Service Teacher Mentorship Project (Alberta Ministry of Education, Teaching Innovation) • Three partner schools (public, First Nation), four secondary school teachers, and three pre-service educators/undergraduate students are participating in this research to explore on-the-ground implementation of Teaching Quality Standards (First Nation, Metis and Inuit foundational knowledge). $95,786 2018 – 2021

**Principle Investigator** - Enriching EDEL 335 with Open Access Resources: Bringing Foundational Knowledge About First Nations, Metis and Inuit into Social Studies (Center for Teaching and Learning, University of Alberta) • Project Team: 1 Center For Teaching and Learning staff, 4 University of Alberta Library Consultants, 1 MEd Student Navigator • Researched, reviewed, and documented teaching resources. $ 8000 2018 – 2019

**Co-Applicant** – Evaluation Capacity Network: Collaborating for Community-Driven and Culturally Relevant Early Childhood Practices, Programs, and Policies (SSHRC Partnership Grant - Insight and Connection Programs, University of Alberta) • Thematic Area Team Member - Cultural Relevance & Responsiveness • proposal development and submission $ 20,000 2018 – 2019

**Academic Collaborator -** Assessing and Supporting Young Children’s Language and Writing in K-1 Classrooms, Daycares and at Home (SSHRC Partnership Grant, Ontario Institute Studies in Education, University of Toronto) • Multidisciplinary Collaborative Research Team involving Kindergarten teachers, Aboriginal parents, community partners in rural, First Nation, and urban context $ 2.5 M 2012 – 2019

**Collaborative Group/Co-Researcher** - Growing the Capacities of Elementary Education Faculty Members and the Department in Honouring Indigenous Knowledge and Perspectives in Graduate Courses and Across the Graduate Program (University of Alberta, Faculty of Education, Dean’s Office Readiness Grant).5 Faculty and 1 Anishinaabe Elder exploring Indigenous pedagogical and research approaches into educator praxis $ 1400 2017 – 2018

**Interviewee** - Lived Experiences of Aboriginal People (Department of Indigenous Studies, University of Sudbury, Sudbury, ON) 2015

**Collaborative Group/Co-Researcher** - Rainbow District School Board, Sudbury, Manitoulin Island, ON Oral Language and Literacy First Nation Métis and Inuit Education Collaborative Inquiry Project 2011 - 2016

**Interviewee/Informant** - Redefining Aboriginal Student Success in Post Secondary (Student Services, Nipissing University, North Bay, ON) 2015

**Interviewee** - Doctoral research Anishinaabe Educators' Contemporary Perspectives for an Ecological Peace Educating Philosophy Doctoral Research, Faculty of Education, Brock University, St. Catherines, ON 2011

**Focus Group Informant** - Early Education and Special Needs in First Nations and Inuit Communities (Centres of Excellence for Children’s Well-Being, Toronto, ON) 2007

**Community Mapping Process Facilitator,** Nipissing First Nation, ON - Learning As A Community for Renewal and Growth - Community Dialogues (Canadian Council on Learning - Aboriginal Learning Knowledge Centre and Assembly of First Nations, Ottawa, ON) 2007

**Focus Group Participant and Elder Interviewer -** Aboriginal Children & Youth Gaps in Speech/Language Development Services (University of Victoria - Child and Youth Care, Victoria, BC Principal Investigator: Dr. Jessica Ball 2004-2005

**Collaborative Group Co-Researcher** - Community Speech Language Needs Assessment (Nipissing First Nation Education Program, Garden Village, ON) 2004 – 2005

**Focus Group Informant** - Speech and Language Screening of Aboriginal Children (First Nations & Inuit Health Branch, Toronto, ON) 2004

# PUBLICATIONS

**Peer Reviewed Journal Articles**

Peltier, S. (2017). An Anishinaabe Perspective on Children’s Language Learning to Inform “Seeing the Aboriginal Child”, *Language and Literacy,* Vol 19, No. 2, Special Issue, pp. 4-19.

Edmonton, Alberta, Canada: University of Alberta. (URL: <https://journals.library.ualberta.ca/langandlit/index.php/langandlit/>)

Peltier, S. (2014). Assessing Anishinaabe Children's Narratives: An Ethnographic Exploration of Elders' Perspectives, Canadian Journal of Speech-Language Pathology and Audiology, Vol 38, No. 2, Summer 2014, pp. 174-193.

Peltier, S. (2011). Providing Culturally Sensitive and Linguistically Appropriate Services:  An Insider Construct, Canadian Journal of Speech-Language Pathology and Audiology, Vol 35, No. 2, Summer 2011, pp. 126-134.

Peltier, S. (2010). Facilitating Language and Literacy Learning for Students with Aboriginal English Dialects. *Canadian Journal of Native Education*, Vol 32, pp. 114-142.

**Forthcoming:**

Peterson, S., S., Eisazadeh, N., Peltier, S., & Skowronek, D. (In press). Dynamic assessment and small­ group play-­based context supporting First Nations children’s language development. *Canadian Journal of Speech­ Language Pathology and Audiology.*

Peltier, S. Anishinaabewin: An Epistemological and Research Method Framework. In *Selected papers of the 25th Stabilizing Indigenous Languages Symposium* held in Lethbridge, Alberta, June 7-9, 2018. Edited by Lisa Crowshoe, Inge Genee, Mahaliah Peddle, Joslin Smith, OAR, Northern Arizona University. 27 pp.

Peltier, S. Seven Directions Early Learning For Indigenous Land Literacy Wisdom. In *Roles of place and play in young children’s oral and written language.* Edited by Shelley Stagg-Peterson and Nichola Friedrich, Toronto: ON, UToronto Press. 17 pp*.*

**Non-Peer Reviewed Journal Articles:**

Peltier, S. (2017). Missing and Murdered Indigenous Women Relationship and Reconciliation. *Canada Watch: Practical and Authoritative Analysis of Key National Issues*, Spring, 3-4. Robarts Centre for (Critical) Canadian Studies, York University.

Peltier, S. (2016). *Round Peg vs. Square Hole: Interdisciplinary Indigenous Research in the Academy.*Perspective on Interdisciplinarity, Vol. 2, Laurentian University pp. 277-302.

Peltier, S. (2011, June 24). First Nations English Dialects - Alive and Well. [Web log Guest Column]. Retrieved from http: //www.queensu.ca/strathy/Blog.html

Peltier, S. (2009, August 1). First Nations English Dialects in Young Children. *Canadian Language and Literacy Research Network Encyclopedia of Language and Literacy Development.* <http://www.literacyencyclopedia.ca>

**Theses:**

Peltier, S. (2016). Demonstrating Anishinaabe Storywork Circle Pedagogy: Creating Conceptual Space for Ecological Relational Knowledge in the Classroom. Unpublished PhD Dissertation, Laurentian University (pp. 352).

Peltier, S. (2015). Demonstrating Anishinaabe Pedagogy to Invite Ecological Relational Knowledge in the Classroom. Comprehensive Examination, Laurentian University, Sudbury, May 29.

Peltier, S. (2010). Valuing children's Storytelling From An Anishinaabe Orality Perspective. Master's Thesis. Paper presented at Master's Thesis Defense, Nipissing University, North Bay, June 2. Available at National Library Thesis Canada: [www.collectionscanada.ca/thesescanada](http://www.collectionscanada.ca/thesescanada)

**Reports:**

Strategies for Aboriginal Early Language Facilitation and Support (Public Health Agency of Canada - Division of Children, Seniors & Healthy Development, Aboriginal Head Start in Urban and Northern Communities, Ottawa, ON) • Early Childhood Education Practitioners webinar, syllabus and report • Collaboration with Dr. Jessica Ball, Child and Youth Care, University of Victoria, BC 2015

**Other Publications:**

Douglas, K. (Producer), Peltier, S. (Writer). (2019). Anishinaabemowin giigido jiibaakwewgamigoong: talking in the kitchen [Video File]. Retrieved from https://sites.google.com/ualberta.ca/sharla-peltier/videos#h.p\_IX3kXD

# reviews

* *Stabilizing Indigenous Languages Conference 2018 Proceedings,* 12 page manuscriptReview 2019
* *Aboriginal Policy Studies* journal, University of Alberta, 32 page manuscript Review 2017
* Nelson Education Publishers, Toronto, Ontario Primary/Junior Aboriginal Oral Language Classroom Literacy Kit Review Committee member 2012 – 2015

# Academic SERVICE

**University of Alberta**

Department and Faculty Council meetings, University events, urban and First Nation community events • Volunteer service departmental Graduate Program sub-committee, Honouring Indigenous Knowledge & Perspectives • Member Indigenous Education Council • appointed to the Dean’s Pool for Department Advisory Selection Representatives • Member Centre for Research for Teacher Education and Development – Research Issues Roundtable • Team Member Indigenous and Relational Program Area • Librarian consultation FNMI content for Subject Guides • First Nation Schools - SLP mentorship • Member, Situated Knowledges: Indigenous Peoples and Place (SKIPP) proposed Signature Area

2016 – present

**Laurentian University**

* KAIROS Blanket Exercise, School of Education, Co-facilitated with 2 colleagues, 1 Aboriginal community member, 1 undergraduate student • Activity to educate Canadians about Indigenous rights history • Building bridges of understanding and respect • Participatory experience to facilitate understanding of nation-to-nation relationship and reconciliation 2016
* 3MT Competition Faculty of Graduate Studies, Faculty of Education Annual Symposium Judges Panel Member 2016
* Faculty of Education Annual Symposium, Collaborative Community-Academy Presentation Team Member *The Work of Allies: Nurturing and Sustaining our Journey Together* 2016
* Maamwizing Indigeneity in the Academy Conference *Building Our Bundles* Roundtable on Traditional Indigenous Knowledge in the Academy 2016
* Contemporary Issues and Interdisciplinary Connections: Precarious Bodies, Human Studies, International Centre for Interdisciplinary Research in the Human Sciences, Centre for Humanities Research and Creativity, and Department of Sociology *Living in Two Worlds* paper presentation 2016
* Young Readers & Writers Symposium, Sudbury Planning Committee volunteer *Literacy and Land* workshop facilitator 2014 – 2015
* Poverty and Homelessness Conference, Sudbury, Volunteer 2014

# associations & community committees

* Canadian Society for the Study of Education 2017 – present
* Canadian Association for the Study of Indigenous Education 2019 – present
* Comparative and International Education Society of Canada 2019 – present
* Canadian Association for Curriculum Studies 2019 – present
* Canadian Critical Pedagogy Association 2019 – present
* Joint Implementation Working Group Ministry of Education's Curriculum Response to the TRC Calls to Action, Ontario Ministry of Education, Toronto, Ontario • Invited Education Strategy Committee Member 2017
* Canadian Association of Speech-Language Pathologists & Audiologists – Member 1987 – 2018
* College of Audiologists and Speech-Language Pathologists of Ontario –

Registered Certified Member 1994 – 2018

* Educational Pow Wow, Sudbury, ON Steering Committee member 2013 – 2016

* Aboriginal Secondary School Awards Banquet, Sudbury, Manitoulin Island, ON Collaborative inter-agency organizing committee member 2012 – 2015
* Ontario Ministry of Education Minister's Advisory Committee, First Nation, Métis and Inuit Education Technical Table member 2010 – 2012
* Near North District School Board, North Bay, ON - Special Education Advisory Committee Member, Co-Chair 2005 – 2009
* Ontario Association of Education Advocates, Toronto, ON - Board member 2006 – 2008

# INVITED PRESENTATIONS:

* Treaty 8 Educator’s Conference: Working Together To Support Our Children, Grand Prairie, AB. *First Nations English Dialect Language Strategies* 2019
* BC Association Speech Language Pathologists and Audiologists, Burnaby, BC

*Seeing the Indigenous Child: Indigenous Learning For Young Children* 2019

* Winnipeg School Board Spring Conference, Winnipeg, MN

*Language Strategies for Seeing the Indigenous Child* 2019

* 4th Annual Mihkowapikwaniy Memorial Storytelling & Youth Leadership Camp, Lubicon Lake Cree Nation, Alberta

Women and Youth Circle Facilitator 2017

* 3rd Biennial Individual, Self-Esteem and Transition into Adolescence with Respect International Conference: Enablers and barriers for successful transition from childhood to adulthood, Boras, Sweden *Honouring and Enabling Anishinaabe Rites of Passage With Spirit* 2017
* Spirit to Spirit Healing Gathering: Families of Missing and Murdered Indigenous Women, Rainbow Lodge, Dreamer's Rock, Birch Island, Ontario

Wiping Away The Tears Circle Ceremony, Co-Facilitated with Stan Peltier, Elder 2016

* League of Ontario Foster Families 7th Annual Conference, Alliston, ON Keynote: *Reconciliation as Relationship* 2016
* Rainbow District School Board - First Nations Education Advisory Committee, Sudbury, Ontario, *Creating Partnerships with First Nation Communities* - Co-facilitated with Iva McNair, Principal Early Learning and Jennifer Hearn, Learning Consultant, Gord Ewin Education Centre 2015
* Ontario Ministry of Education Circle of Light Conference, Toronto, ON Facilitating Oral Language with the Story Stick Co-facilitated with Tara Thall - Early Learning Kindergarten Teacher, Princess Anne Public School 2011
* Rainbow District School Board, Sudbury, Ontario Summer Institute for Principals and Teachers,

Sudbury, *Teaching First Nation, Métis, and Inuit Students* 2010

* Northeastern Secondary School Assembly, Garson, ON, *Gwekwaadziwin (Honesty):*

*To Speak Right of Things* 2010

* Professional Development Day, Sudbury, *Conflict Resolution - Role of the Talking Feather in the Classroom* 2010
* Rainbow District School Board - First Nations Education Advisory Committee, Sudbury, Ontario *Transforming the Curriculum Through Indigenous Pedagogy and Indigenous Knowledge* Co-facilitated with Native Language Teacher, Churchill Public School 2010
* Inspiring Language & Literacy Learning for Aboriginal Learners Conference, Thunder Bay, Ontario *Understanding First Nations Culture and Tradition to Facilitate Early Speech, Language and Literacy Development* 2010
* Near North District School Board Professional Development Day, North Bay, ON *Impact of Dialect on Literacy for First Nation Primary Grade Students* Co-facilitated workshop with Grade Two Teacher, Britt Elementary School and Communicative Disorders Assistant, Our Lady of Sorrows School 2009
* Treaty 8 First Nations of Alberta Educator Conference, Edmonton, AB *Renewing First Nations Learning Strategies for Success* Co-facilitated workshop with Elder 2004
* Northern Ontario Medical Education Corporation, West Coast James Bay, Ontario “Follow Your Dreams” School Tour • 5 day tour with Aboriginal professionals to Moosonee, Moose Factory, Fort Albany, Kashechewan, Peawanuck • Presented 10 workshops for 242 elementary and secondary school students 2004

# community & INDIGENOUS CONTEXT service

* Nehiyawatisiwin Conference, Maskwacis Education Schools Division

*Knowledge/Language Comes From The Land* 2019

* 8th International Meeting on Indigenous Child Health, Calgary, AB

*Anishinaabe Ecological Relational Knowledge in the Classroom,* Poster Presentation 2019

* 25th Annual International Stabilizing Indigenous Languages Symposium, Lethbridge University, Alberta

*Anishinaabewin: An Indigenous Scholar’s Journey* 2018

* Shingwauk Residential Schools Reunion, Sault Ste. Marie, Ontario

*Participatory Place-Mapping Workshop,* Co-facilitated with Post Doctoral SSHRC Scholar 2018

* Land-Based Learning Symposium, Norquest College, Edmonton, Alberta

*Reconecting To The Earth Teaching Lodge* 2018

* BC Association of Speech Language Pathologists & Audiologists, Burnaby, British Columbia *Honouring Oral Traditions and Using Appropriate Resources to Support the Language & Literacy Development of the Aboriginal Child* 2017
* Cultural Day Event, Kina Gbezhgomi Child and Family Services, Sudbury, Ontario, Wikwemikong Unceded Territory, Ontario *Honouring the Oral Tradition: Passing on Parenting Teachings* 2016

* Chi Pow-wow, Laurentian University Track, Sudbury, Ontario

*Traditional Parenting: Bringing Back the Understanding of the Good Life With The Teachings of Our Elders*, Co-facilitated with Elder/husband 2016

* Second Biennial Individual, Self-Esteem and Transition into Adolescence with Respect International Conference: Journey to Adulthood, Sudbury, Ontario, *Traditional Anishinaabe Rites of Passage to Manhood & Womanhood* 2015
* Parenting and Family Relationships Gathering, M’Chigeeng First Nation, Ontario *Nurturing The Gifts of the Child* 2015
* Mnjikaning Pow Wow, Rama First Nation, Ontario, Volunteer 2015

* Anishinaabemowin Wiigwam, Espanola, Ontario, Community Volunteer 2015
* Cultural Day Event Wikwemikong Unceded Territory, Ontario *Honouring Childhood Transitions* 2014

* World Indigenous Peoples Conference on Education Waikiki, Hawaii

*Creating a Welcoming and Culturally Responsive Primary Classroom*

Co-facilitated workshop with Dr. Jessica Ball, University of Victoria 2014

* Special Needs Children Educational Pow Wow, Sudbury, Ontario, Committee Member,

Participant 2014

* Canadian Association of Speech Language Pathologists & Audiologists Conference, Montreal, QC *Ensuring Cultural Safety in Services for Indigenous Children and Families Currently Utilized Language Diagnostic Tools and Educational Interventions With FN Populations* 2011
* 4th International Meeting on Indigenous Child Health, Vancouver, British Columbia, Cultural Safety, Relevance and Effectiveness of Services to Indigenous Young Children Co-presented with Dr. J. Ball, Child and Youth Care, University of Victoria. 2011
* World Indigenous Peoples Conference on Education Melbourne, Australia *The Null Curriculum – Aboriginal History, Culture and* Language 2008

* Healing Our Spirit Worldwide – The Fifth Gathering, Edmonton, AB, *Finding Your Voice* 2006

* The Early Years Conference, Vancouver, British Columbia, *Supporting Early Language Development of First Nations Children* Co-facilitated workshop with Dr. J. Ball, University of Victoria and M. Lewis, SLP 2006
* Youth Camp Kina Gbezhgomi Child and Family Services, Sudbury, John Island Camp, Cutler, Ontario,

*Nurturing Children with Fetal Alcohol Spectrum Disorder*, Co-facilitated with community Elder 2004

* Victim Crisis Assistance Referral Service, Manitoulin Island, Volunteer 2002 – 2005

* Women and Wellness Conference, Collingwood, Ontario, *Re-discovering Your Voice for Healing and Wellness*  2001
* Parent and Community Workers Gathering, Mnaamodzawin Noojmowin Teg Health Centre, M’Chigeeng First Nation, Manitoulin Island, Ontario, *Honouring Your Children’s Spirit*, Co-facilitated two day workshop with Elder 2001
* The Tri-Joint Congress 2000, Canadian Association of Occupational Therapists,

Canadian Association of Speech-Language Pathologists & Audiologists, Canadian Physiotherapy Association, Toronto

*First Nations Worldview and Health* 2000

* Conference for Parents of Special Needs Children, Quebec First Nations Education Council, Kitigan Zibi First Nation, *Quebec, Helping My Child Learn to Read* 1997

# OTHER WORK EXPERIENCE

Rainbow District School Board, Sudbury - Manitoulin Island, ON

**Learning/Teaching Cultural Specialist**, First Nation Métis and Inuit Program and Special Education • Elementary and secondary panel provincial curricula review (History, Geography, Social Studies, Canadian and World Studies, Civics, Native Studies, Native Language) and syllabus design • Teacher and librarian training (Aboriginal Perspectives Revised Ministry of Education History and Geography Grades 7/8 and Social Studies Grades 1-6) • Oral Language Specialist and Speech Language Pathologist • First Nation and urban Aboriginal community engagement and collaboration • Native Studies Teacher network instructor examining biography of relationship with Aboriginal peoples 2009-2016

Nipissing First Nation Education Department, Garden Village (Anishinaabek Territory), ON

**Special Education Advisor and Speech and Language Pathologist** • Educator language and literacy training; Speech Language Pathology and Communicative Disorder Assistant student field practicum supervision; parent advocacy, family centred language/literacy strategy development and training; tuition agreement team negotiator 2005 – 2009

Giigdo-win Speech/Language Services, Wikwemikong, Manitoulin Island, ON

**Private Speech and Language Practitioner** • Culturally and linguistically relevant speech and language service proposals, contracts, business operations • Fetal Alcohol Spectrum Disorder Community Service Needs Assessment Research, 2002 • Language and literacy learning strategy consultation • Communicative Disorder Assistant student practicum supervision • Educator and parent consultation and training; Collaboration with First Nation schools, community mental health and social service programs 1993 – 2005

Nda Gkenjge Gamig Education Authority, Wikwemikoong Unceded Territory, Manitoulin Island, ON

**Special Education Coordinator** • First Nation community school-based program development. 1991 - 1993

Nadmadwin Community Clinic, Wikwemikong, Mindemoya, Manitoulin Island ON

**Speech and Language Pathologist** • Parent and educator language and literacy consultation and training • Community program development 1986 - 1991

# REFERENCES

Available upon request