



*Indigenous Education:
Creating and Maintaining Positive Health*

Editors: Jo-ann Archibald
Eduardo Jovel
Rod McCormick
Richard Vedan

**CANADIAN JOURNAL OF
NATIVE EDUCATION**

Volume 29

2006

Number 1

University of British Columbia

Canadian Journal of Native Education

Editors: Jo-ann Archibald
University of British Columbia
Cora Weber-Pillwax
University of Alberta

Editorial Assistant: Jennifer Gammon, University of Alberta

Technical Editor: Naomi Stinson, Edmonton, Alberta

Elder Advisor: Floy C. Pepper, Portland, Oregon

The *Canadian Journal of Native Education* is published twice yearly: in spring/summer a theme issue is compiled at the First Nations House of Learning at the University of British Columbia; and in fall/winter a general edition is compiled by the First Nations Graduate Education Program at the University of Alberta. Occasional supplements are also published.

Subscriptions are as follows:

Canada: one year \$26.75; two years \$53.50; three years \$80.25
(including GST and postage);

United States and overseas: One year: US\$24.00 or Can\$33.00;
two years US\$48.00 or Can\$66.00; three years US\$72.00 or Can\$99.00
(including postage);

Back issues are available at Can\$15.00 or US\$13.00.

Address communications regarding subscriptions to:

Canadian Journal of Native Education
Department of Educational Policy Studies
7-104 Education Centre North
University of Alberta
Edmonton, Alberta
T6G 2G5

E-mail: jennifer.gammon@ualberta.ca

Telephone: (780) 492-7625

Fax: (780) 492-2024

CANADIAN JOURNAL OF NATIVE EDUCATION

Volume 29

2006

Number 1

Editorial

- 1 Indigenous Education: Creating and Maintaining Positive Health
Jo-ann Archibald
Eduardo Jovel
Rod McCormick
Richard Vedan

Articles

- 4 Creating Transformative Aboriginal Health Research: The BC ACADRE at Three Years
Jo-ann Archibald
Eduardo Jovel
Rod McCormick
Richard Vedan
Darien Thira
- 12 Children Are a Gift to Us: Aboriginal-Specific Early Childhood Programs and Services in Canada
Margo Greenwood
- 29 First Nations Youth Reframing the Focus: Cultural Knowledge as a Site for Health Education
Ted Riecken
Michele T. Tanaka
Tish Scott
- 43 Watch Out for the W/HOLE! Student Multimedia Projects and Culturally Based Education
Tish Scott
- 58 Bullycide Prevention Sqilxwcut, Through Filmmaking: An Urban Native Youth Performance Project.
Monique Giard
- 75 Adolescent Girls' Sexual Health Education in an Indigenous Context
Elizabeth M. Banister
Deborah L. Begoray
- 87 Educating Bodies for Self-Determination: A Decolonizing Strategy
Denise Nadeau
- 102 The Native Training Institute: A Place of Holistic Learning and Health
Lee Brown
- 117 What can We Learn From Traditional Aboriginal Education? Transforming Social Work Education Delivered in First Nations Communities
Barbara Harris

- 135 Creating and Sustaining Positive Paths
to Health by Restoring Traditional-Based
Indigenous Health-Education Practices

Dawn Marsden

- 146 Contributors to this Issue

BC ACADRE Logo
lessLIE (aka Leslie Robert Sam)

Artist's Statement

This circular design was inspired by Coast Salish spindle whorls. The overall image was designed with a mandala motif to suggest healthy holism. Out of respect for the diversity of Northwest Coast First Nations and to represent the geographic location of UBC, I have utilized design elements that are common to all Northwest Coast art forms: circular ovoids, c-forms, and trigons. Together these design elements create quadrants that could be interpreted as representing the themes of respect, relevance, reciprocity, and responsibility.

The Artist

Born in 1973, lessLIE'S colonized, Catholic, Canadian name is Leslie Robert Sam. His decolonized artist name is lessLIE. He is Coast Salish of Cowichan, Penelakut, Esquimalt, and Irish-Italian-French descent. LessLIE has a Bachelor of Arts degree from Malaspina University-College. While working on this undergraduate degree, lessLIE began to study Coast Salish art. He has been studying Coast Salish art since 1995. LessLIE is currently attending the University of Victoria, working on a Master of Arts degree in interdisciplinary studies with a focus on Coast Salish art. As part of this graduate program, he has also worked at Thunderbird Park Carving Studio in Victoria. When he first began to study Coast Salish art, he was inspired and encouraged by his cousin Joe Wilson. Other Coast Salish artists such as Manuel Salazar, Maynard Johnny, Jr., Shaun Peters, and Luke Marston later influenced him. His main influences as a young Coast Salish artist have been Robert Davidson, Lawrence Paul Yuxweluptun, and Susan Point.

For Contributors

CJNE accepts manuscripts from practitioners, scholars, and researchers in Native education and particularly welcomes contributions from Indigenous scholars whose work focuses on First Nations education.

All submissions to *CJNE* are reviewed anonymously by three referees, who base their judgments on appropriateness, scholarship, originality, significance, and clarity.

Guidelines

Theme issue

For information about future themes contact Jo-ann Archibald, First Nations House of Learning, University of British Columbia, Fax (604) 822-8944.

All Manuscripts

- Submit one copy of manuscript, double-spaced, in 12-point type, 1" margins on all sides; manuscripts not to exceed 5,500-6,250 words including references.
- To ensure anonymity, include author's name and affiliation only on the title page; repeat the title on the first page.
- Include a diskette marked with the author's name and program used. MS Word, Rich Text Format, and WordPerfect are preferred.
- Refer to the *Publication Manual of the American Psychological Association* (5th ed.) for style of references and citations.

Research, Discussions, and Reviews of Theory and Practice

- Supply evidence of adherence to ethical protocol for research submissions.
- Include a 50-100-word abstract on a separate page;
- Tables and figures on separate pages.

Teaching Stories/Essays

This section provides a forum for the voices of those who have important knowledge about Native education through reflecting on their own practice, philosophy, or world view. It aims to pass on generational knowledge through stories that readers can adopt and adapt to their own learning environments.

- 2,000 to 2,500 words in length.

Book Reviews

CJNE accepts reviews of recent publications about First Nations issues, 750 to 1,250 words in length.

Address manuscripts to:

The Canadian Journal of Native Education,
Department of Educational Policy Studies
First Nations Graduate Education Program
7-104 Education North
University of Alberta
Edmonton AB T6G 2G5
Canada