

# Indigenous knowledge in early childhood education: Building a nest for reconciliation <sup>[1]</sup>

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## AVAILABILITY

Access online <sup>[2]</sup>

## Excerpted from Abstract

This article is based on my dissertation study exploring how Indigenous knowledges were experienced by non-Indigenous students in an ECE diploma program at a Canadian college. Analysis of participants' stories through the lens of critical pedagogy helped identify experiences with Indigenous knowledges and Reconciliation. Critical reflection on these experiences identified key findings: 1) the promise of transformative learning, 2) an acceptance of the truths and realities of Canadian history, and 3) the necessity of experiencing Indigenous knowledges. Through the metaphor of building a nest, I see transformative learning, truth telling, and inclusion of Indigenous knowledges as a path toward Reconciliation of Indigenous and non-Indigenous peoples within early childhood education programs.

**Region:** Canada <sup>[3]</sup>

**Tags:** Aboriginal (indigenous) <sup>[4]</sup>

equity <sup>[5]</sup>

education system <sup>[6]</sup>

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**Source URL (modified on 28 Sep 2021):** <https://childcarecanada.org/documents/research-policy-practice/21/09/indigenous-knowledge-early-childhood-education-building>

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