

Considerations when developing an Indigenous early learning and child care outcomes framework within Canada: A collaboration between a White Settler and Ojibway/Oneida Knowledge Keeper ^[1]

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AVAILABILITY

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Abstract

This research contributes to the scholarship on evaluation and assessment within early learning and child care (ELCC) environments. The research was carried out in collaboration with the leaders of an Indigenous ELCC centre, an Ojibway/Oneida Knowledge Keeper, co-supervisors with the Faculty of Education at Western University, and funding partners Mitacs and a municipal funder. The collaboration took place within Southwestern Ontario, Canada. The dissertation is a diffractive analysis that involved reading texts multiple times, focusing on differences that matter while not ignoring relevant similarities. The methodology was also informed by the Ojibway/Oneida Knowledge Keeper who collaborated with the researcher by providing feedback throughout the project. The research examined the state of knowledge relating to Indigenous ELCC frameworks and outcomes. The project also described tensions, debates, and potentialities when establishing an ELCC outcomes frameworks from Indigenous perspectives. Analysis included standardization, terminology, spirituality, indicators, and resource allocation considerations. Part of the project also focused on patterns within existing Indigenous ELCC outcomes frameworks across Turtle Island (Canada). This project concludes by offering considerations and provocations for the development of Indigenous ELCC outcomes frameworks, as well as providing a discussion of methodological considerations, contributions of the diffractive analysis, and considerations for future research.

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