



Supporting Northern Rural and Indigenous Teachers' Professional Learning

Aasgaabwitaagewin Teg Njisa Giiwedionong Waasa miiniwaa Anishinaabeg Ekinoomaagejig ezhi-kinoomoowindowaa.

What you need to know

Aabideg waa-kendiman

Geographic isolation and lengthy period of time to travel pose challenges for teachers in northern rural Canadian communities to access professional learning opportunities.

Ezhinaagok Aki gchi-waasa nikeyaa miiniwaa minik piichi-gbeyng enjitaang jidigoshinang odi zinagendaanaa'aa ekinoomaagejig odi giiwedionong waasa Canadian ngodoodenaawziwin ji-debnaamooaad gwek gchi-towaa naadimaagewin zhibiziiwinan.

Why this research is important

Enji-gchi-piitendaagok maanda ndi-kenjigewin

This research addresses issues that arise in supporting the professional learning of teachers in remote communities. It shows how long term, ongoing collaborative action research that is supported by appropriate funding, is an effective professional learning approach.

Maanda ndikenjigewin wiindimaagemgwad gegoo ezhiwebak ebimoosek jiteg aasgaabwitaagewin njisa jigchitowaa naadimoowindowaa ekinoomaagejig odi waasa ezhi-ngodoodenaawsijig. Zhinoomaagemwad piichi-gibeyng gegoo, pane ginoonding ndikenjigewin teg aasgaabwitaagewin giishpin teg demink zhoonyaa, naagwad wenjishing gchi-towaa naadimaagewin zhichigan.

How this research was conducted

Wenesh maanda ndi-kenjigewin gaa-shi-zhowebak

We conducted four focus groups of four to five northern rural Canadian teachers in each, asking open ended questions about their experiences in collaborative action research over four years. Indigenous and non-Indigenous teachers, who worked in kindergarten, grade one and Aboriginal Head Start classrooms, participated.

Ngii-naabiisidonaanind niiwin dibaajimowin maawnjidowinan odi niiwin piinash naanan giiwedionong waasa Canadian ekinoomaagejig enso-bebeshig, gii-kwedweng egwendig



go kwedwewinan wiinwaa ezhi-kenjigewaad maanda ginoondiwin ndikenjigewin nii'obiboon minik. Anishinaabeg miiniwaa eanishinaabesigowaa ekinoomaagejig, gaa-nokijig zhiwe shki-maajtaawin kinoomadiwin, bezhig kinoomaadiwin miiniwaa Anishinaabe Shtigwaan Maajtaawin kinoomaage-aajkinganan, gii-wiidookaaziwag.

What the researcher found

Gaa-mkang maaba endikenjiged

Through video-recording students' interactions, participating teachers gained a heightened awareness of the many social purposes for which students used language to communicate with their peers and to solve problems that arise in their play. Teachers found that having many years to build trusting relationships with researchers positively contributed to their learning. They appreciated researchers' frequent visits to their communities to meet and talk about the video data that teachers were gathering in their classrooms. In the process, teachers received specific positive feedback from university researchers about their teaching practices and gained a sense that their practices were supported by others who respected them and whom they respected.

Pii mzinaateshmindowaa ekinoomaagizijig eshchigewaad, e-wiidookaazojig ekinoomaagejig niibina gegoo gishkiweziiwin gii-debnaanaa'aa nooj nikeyaa zhichigewinan gonda ekinoomaagizijig gii-nakaazowaad nowewin gii-kinoondiwaad maamowi miiniwaa gii-ndikendimoowaad gegoo waa-zhi-naawsek pii-wiidookidaadiwaad. Ekinoomaagejig gii-waabndaanaa'aa niibina nching nsabiboon gii-yaamowaad pendimanjigewin nji-sa e-ndikenjigegig gwek gii-zhisemgwad ezhi-kinoomowindowaa. Aapiji gii-maamiikendimaa'aan enikenjigenjin pii gii-bi-nbwaachiwaad enji-ngodoodenaawzing gii-nkweshkowaa'aa miiniwaa gii-dibaatamoowaad maanda mzinaatesijigewin gonda ekinoomaagejig gaa-mzinaazimoowaad kinoomaage-aajkinganing. Miidash maanda nikeyaa, ekinoomaagejig gii-debinaanaa'aa wenjishing wiindimaagewin gaa-kidwaad odi gchi-kinoomaagegamigoong endikenjigegig nji-sa ezhi-kinoomaagewaad miiniwaa gii-temgwad aasgaabitaagewin ngoji-pkaan gaa-bi-njibaamgok gii-teg mnaadendimoowin miiniwaa wiinwaa gaa-mnaadendimaa'aajin.

How this research can be used

Wenesh maanda ndikenjigewin ezhi-nokaazong

Teachers in remote communities can work with university researchers on collaborative action research to examine issues of importance to them as rural teachers. It is important that action research relationships are built on respect, and a sense of



reciprocity, as the research questions and methods provide information to support all action research team members' learning. The abundant evidence of teachers' learning provides a strong rationale for administrators who must devote significant resources to support collaborative action research in remote communities.

Ekinoomaagejig eyaajig waasa ngodoodenaawziwining daa'aanaawaa gishkiweziwiin jji-nokiitowaad gchi-kinoomaagegamigoong endikenjigegig ji-maamowi eshchigeng ndikenjigewaad ji-ndowaabndamoowaad gegoo getchi-piitendaagok ji-kinoomaadizowaad wiiniwaa ezhi-kinoomaagewaad odi gchi-waasa. Gchi-piitendaagod maanda zhichigeng gegoo ndikenjigewin ji-teg mnaadendimoowin, miiniwaa neyaab jji-bskaabideg, nji-maanda ndikenjigewin ki-gwedwed miiniwaa eshchiged miigwed wiindimaagewin ji-teg aasgaabwitaagewin kina gegoo gonda endikenjigegig ezhi-kendimookiwaad. Niibina gegoo waabnjigaade nji-sa ekinoomaaget ezhi-kendimookiid jji-waabnjigaadeg gonda emiikigig aabideg ji-teg aasgaabwitaagewin ji-maamowi eshchigeng ndikenjigewaad odi waasa ezhi-ngodoodenaawizing.

Keywords: rural teacher's learning, collaborative action research, Indigenous education

Gchi-kidowinan: Waasa ekinoomaagejig ezhi-kiimaagiziwaad, maamowi eshchigeng ndikenjigewinan, Anishinaabe kinoomaadiwin

Publications based on the research

Mziniganan etegin nji-sa maanda ndi-kenjigewin

Peterson, S.S., McIntyre, L., & Glaes-Coutts, L. (2017). Collaborative action research in northern Canadian rural and indigenous schools: Learning about young children's oral language in play contexts. *Educational Action Research*, DOI: 10.1080/09650792.2017.1402686

Paterson, S.S., McIntyre, L., & Glaes-Coutts, L. (2017). Maamowi eshchigeng ndikenjigewin odi giwedwinong Canadian waasa miiniwaa Anishinaabe-ginoomaagegamigoon: Kendimookiwin nji-sa binoojiiyag di-nowewinwaa pii-wiidookidaadiwaad. *Kinoomaadiwin Eshchigeng Ndikenjigewin*, DOI: 10.1080/09650792.2017.1402686