Highlights from Indspire’s
Review of Indigenous Education Models for B.Ed. Students

Fifty-eight Building Brighter Future recipients shared insights into their journey in Bachelor of Education (B.Ed.) programs.

**Report Highlights**

Indigenous students had varied experiences with the inclusion of Indigenous Knowledge in their courses.

- **Connected, Reciprocal, and Respectful**: 56%
- **Little to No Connection or Reciprocity**: 43%

Several Indigenous students felt isolated with a lack of support and connection in their education program.

- **Isolated and Unsupported**: 14%
- **Some Support and Connection**: 26%
- **Supported and Connected**: 60%

Indigenous students expressed strong interest in land-based and community-based learning opportunities.

- **Both Land-Based and Community-Based**: 75%
- **Land-Based Learning**: 23%
- **Community-Based Education**: 2%

**Recommendations**

- **Integrate Indigenous Knowledge and perspectives in education programs and courses.**
- **Foster sense of belonging and community for Indigenous students on and off campus.**
- **Incorporate opportunities for both land-based learning and community-based education.**
- **Educate faculty and administrators on Indigenous students’ experiences and needs.**
- **Involve Elders and Indigenous Knowledge Keepers for a holistic learning model.**
- **Support well-being of Indigenous students with Indigenous Elders/counsellors and events.**
- **Provide accessible, safe spaces for Indigenous students to connect and embrace identity.**
- **Expand funding and accessibility of support to include more flexible hours and services.**

"I took a class on land-based pedagogy where we went out onto the land. It was fantastic. I now incorporate that teaching into my own classroom." – B.Ed. Graduate

Read Indspire’s Review of Indigenous Education Models

Illustration: My Ancestors Are Proud of Me by Alanah Jewell