

ABSTRACT

In this thesis, memories and forgetting in Aboriginal youths' recounting of experiences in contemporary Aboriginal education programs were traced back to the Indian residential school system and colonial policy. By focusing on Aboriginal Education Enhancement Agreements—policies intended to address the poor educational outcomes of Aboriginal students, within their broader social, political and historical context, the supposed “problem” of educating Aboriginal students is viewed from a decolonizing perspective. I argue that the effects of the Indian residential school system are productive across generations and continue into the present. Practicing a “critical pedagogy of decolonization” (L. T. Smith, 1999, p. 34) means listening to Aboriginal students' memories of Aboriginal/Indian education policies in order to decolonize education, history and research. This study is aimed at informing/influencing/shaping current policy and practices and at improving the quality and outcome of Aboriginal students' education.

The complexity of this research is reflected in the metaphorical use of the term montage, a film technique, to represent the decolonizing epistemological and methodological frames that focus on narrative analysis, textual analysis, photograph analysis, and policy analysis. Listening to Indigenous students' memories and forgetting of public schooling practices, and analyzing visual and textual representations of Aboriginal students, Aboriginal education and history, in past and present policy were framed and captured by decolonizing methodologies. Further, fiction was used to highlight haunted memories of Indian residential schooling and to trace colonial policies and practices back to a violent and traumatic past. By listening to counter memories of educational policy across generations of Indigenous actors, the relevance of these memories for understanding the effects of Aboriginal Education Enhancement Agreement policy today as they relate to historical, present and future manifestations of self-determination, re-birth and a decolonizing renaissance among Indigenous peoples in Canada is highlighted as a decolonizing strategy.

This thesis represents an attempt at practicing a critical pedagogy of decolonization by linking notions of race and iconic myths of frontier history to perceptions of Indigenous peoples, cultures and histories that are disciplined by a colonial archive of photographs, policies, curricula, and texts.

BIOGRAPHICAL NOTES

Place of Birth: Lestock, Canada

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B. Ed. University of Regina, 1985
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GRADUATE STUDIES

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EDST 601 First Year Doctoral Seminar

EDST 596 Ethics in Educational Leadership

EDST 577 The Social Context of Educational Policy

EDST 508 Research 1

EDST 508 Research 2

EDST 565 Critical Theories of Education and Society

EDST 602 Doctoral Seminar

EDST 580 Directed Study

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PUBLICATIONS

Daniels, L. (2014). Expressions of policy effects: Hearing memories of Indian residential school. In Strong-Wilson, T., Allnutt, S., Mitchell, C., & Pithouse, K. (Eds.), *Back to the Future: Productive Remembering in Changing Times*.

Poitras, Y., Daniels, D.L. (2014). *Metis Remembrances of Education: Bridging history with memory*. In P. Preciado Babb (Ed.). Proceedings of the IDEAS: Rising to Challenge Conference, pp. 179-187. Calgary, Canada: Werklund School of Education, University of Calgary.

<http://hdl.handle.net/1880/50137>

Hanson, A., & Daniels, D.L. (2015, September.) If these walls could talk: The physical traces of residential schools. *The Walrus* 12(7), 24-33. Retrieved from <http://thewalrus.ca/if-these-walls-could-talk/> [Visual essay: Photography by Lana Šlezić.]

SELECTED PRESENTATIONS

Daniels, L. (2015 May). Poetics of difficult learning. Paper presentation at *!DEAS conference*, Werklund School of Education, University of Calgary, Calgary, Alberta.

Daniels, L. (2014, May). Metis Remembrances of History. Keynote at *!DEAS conference*, Werklund School of Education, University of Calgary, Calgary, Alberta.

Daniels, L. (2014, February). Postmemory and the colonial archive's policy trinity. Paper presented at *Kindling Conversations: Weaving Indigenous Perspectives*, Werklund School of Education, University of Calgary, Calgary, Alberta.

Daniels, L. (2013, April). Colonial Policy's Repetitive Effects: a critical analysis of BC Aboriginal education policy and its framing of gender relations on the border of the 'nation'. Paper presented at *Gender & Education Conference*, Southbank University, London, UK.

Daniels, L. (2012, April). Expressions of Policy Effects: Aboriginal Students' Memories of Public School. Paper presented at American Educational Research Association Vancouver, BC.

Daniels, L. (2012). Running the Course with W.G. Sebald: Social Justice, memory and curriculum. Paper presented at *American Association for the Advancement of Curriculum Studies*. Vancouver, BC.

Daniels, L. (2010). Aboriginal Students' Views of Childhood. Paper presented at *Institute for the Public Life of Art and Ideas*, McGill University, Montreal, QC.

Daniels, L. (2009). Aboriginal Education Policy in British Columbia. Paper presented at *American Educational Studies Association*, Pittsburgh, PA.



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THE UNIVERSITY OF BRITISH COLUMBIA

Graduate and Postdoctoral Studies

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF EDUCATION
(Educational Leadership and Policy)

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B. Ed. University of Regina, 1985
M. Ed. Simon Fraser University, 2003

Tuesday, March 29, 2016, 12:30 pm
Room 203, Graduate Student Centre
Latecomers will not be admitted

“Memories of Aboriginal/Indian Education: Decolonizing Policy and Practice”

EXAMINING COMMITTEE

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