

KEEWATINASE INDIGENOUS TEACHER EDUCATION PROGRAM



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Keewatinase



2026/2027

KEEWATINASE INDIGENOUS TEACHER EDUCATION PROGRAM (KITEP)

Rooted in Indigenous ways of knowing, seeing, doing and being, KITEP empowers teacher candidates to honour relationships, foster wholistic well-being, and cultivate learning environments that privilege Indigenous cultures. Through collaboration with Elders, Knowledge Keepers, and community partners, our programs support the reclamation and celebration of Indigenous identities, languages, and traditions, preparing educators to inspire future generations with love, care, respect, and humility. We are dedicated to nurturing future educators to teach “from the heart”.

Some KITEP highlights are:

- Traditional, cultural and Indigenous knowledges are privileged.
- Language specialization (K - 12).
- Primary / Junior specialization (K - 6) .
- Become eligible to teach and be certified after two semesters with the Multi-Session Transitional Certificate of Qualification and Registration (MTCQR). Students will need to complete the program within 6 years to receive full OCT certification.
- Program delivery includes two weeks of in-person learning over two summers, with remaining courses offered virtually
- Program starts in July.

FOR MORE INFORMATION



alp.admin.educ@lakeheadu.ca



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WHAT TO EXPECT

The Keewatinase Indigenous Teacher Education Program (KITEP) is a July-entry diploma program offering two pathways: a **Language Specialization** (for candidates fluent in Ojibwe, Cree, or Oji-Cree) and a **Primary/Junior Specialization** (for candidates who qualify through the Ontario College of Teachers Indigenous Ancestry Pathway, or who are non-Indigenous and hold an undergraduate degree). The program provides tools, guidance, and mentorship to prepare future educators to teach Indigenous languages or in Primary/Junior classrooms.

Tools

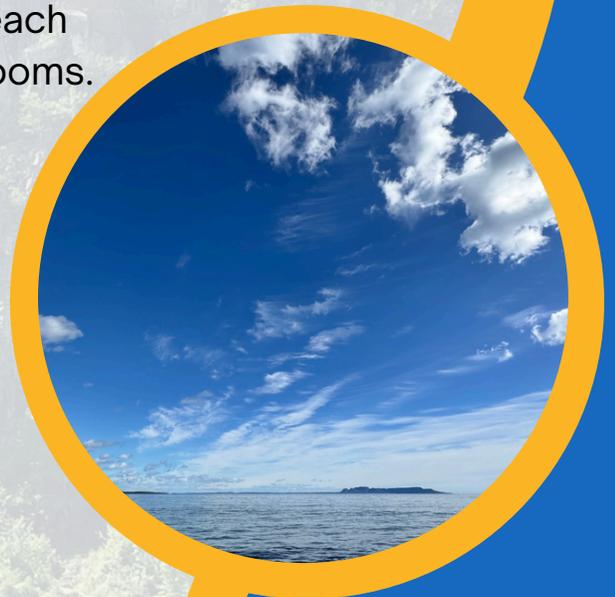
- What tools do we already possess?
- What new tools will help strengthen our relationships in our teaching practices?
- Translate Indigenous culture to meet curriculum expectations.

Guidance

- Our role is to walk alongside our Teacher Candidates (TCs) and provide feedback and encouragement as needed.
- Integration of Elder and community knowledge.
- Privilege Indigenous pedagogy (experiential learning, aki-based learning, and relational learning).

Mentorship

- We provide space for TCs to share their experiences and learn from one another.



PROGRAM HIGHLIGHTS

KITEP introduces or strengthens existing knowledges on the roles of traditional practices, protocols & ceremonies, and Indigenous teachings in education. Our program aims to address these ideas by guiding TCs through these questions:

- What traditional practices can we include in our teaching practices and how do we include these ideas?
- What is the role of protocol and ceremony in education?
- How do we ensure Indigenous teachings are being privileged but students are still meeting curriculum expectations?

Culture Camp

Teacher Candidates will engage in ceremony on the land to introduce the necessary skills that will support students throughout KITEP.

Community Led Teaching and Learning Courses

Students will have opportunities to spend time with either Elders, Knowledge Keepers, or other knowledgeable community members, exploring aki-based learning and how traditional knowledges are shared.

Flexibility

Majority of courses delivered virtually over Zoom and in the evenings.

Multi-Session Transitional Certificate of Qualification and Registration (MTCQR)

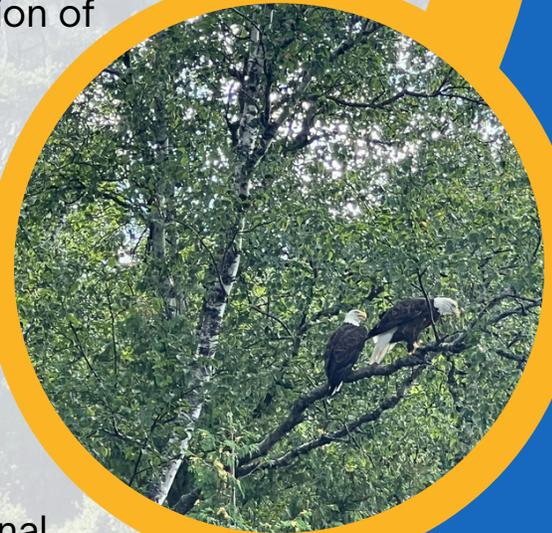
At the end of the first session of the multi-session teacher education program, students may request a MTCQR which transforms into full certification with program completion.



MULTI-SESSION TRANSITIONAL CERTIFICATE OF QUALIFICATION AND REGISTRATION (MTCQR)



The Multi-Session Transitional Certificate of Qualification and Registration is designed for Teacher Candidates who have completed the first session of a multi-session teacher education program. Successful completion of 2.0 program credits, plus 10 days' Practicum experience, qualifies Teacher Candidates to apply to the Ontario College of Teachers (OCT) for a Multi-Session Transitional Certificate of Qualification and Registration, which can enable them to pursue paid teaching contracts (if available) for the remaining duration of their Practicum.



As noted by the OCT, the Multi-Session Transitional Certificate of Qualification and Registration is available to Teacher Candidates who are enrolled in an Ontario accredited teacher education program, and who have been reported to the OCT, by their Faculty of Education, as meeting the eligibility criteria to be granted a Certificate.



Additional Information Links

- [MTCQR FAQ](#)
- [Registration Guide for Becoming a Primary-Junior Teacher if you are of First Nations, Métis or Inuit Ancestry](#)
- [Registration Guide - Requirements for Becoming a Teacher of a Native Language in Ontario](#)

LANGUAGE SPECIALIZATION

COURSE INFORMATION*

YEAR 1

First Summer:

EDUC 1099 - Culture Camp

ALGO 1212 - Oral Algonquian Structure Part I

EDUC 1351 - Algonquian Language Methods, Part I

EDUC 2330 - Wholistic Healing and Indigenous Education

First Fall

EDUC 1321 - Student Teaching I (30-50 day Placement)

EDUC 1352 - Algonquian Language Methods, Part II

EDUC 0190 - Community-led Teaching and Learning
Dagwaagin (Fall)

First Winter

ALGO 1232 - Oral Algonquian Structure Part II

EDUC 0290 - Community-led Teaching and Learning
Biboon (Winter)

First Spring

EDUC 1353 - Algonquian Language Methods, Part III

YEAR 2

Second Summer

EDUC 0390 - Community-led Teaching and Learning
(Camp) Ziigwan/Niibin (Spring/Summer)

ALGO 2213 - Oral Algonquian Structure Part III

EDUC 1572 - The Development of the Child

Second Fall

EDUC 2430 - Indigenous Education Research and Data
Analysis

EDUC 1354 - Algonquian Language Methods, Part IV

EDUC 2121 - Student Teaching II (30-50 day placement)

Second Winter

ALGO 2233 - Oral Algonquian Structure Part IV

EDUC 3330 - Technology as a Teaching and Learning Tool

*Scheduling subject to changes



PRIMARY/JUNIOR SPECIALIZATION

COURSE INFORMATION*

YEAR 1

First Summer:

EDUC 1099 - Culture Camp

EDUC 1013 - Indigenous Storytelling Part I

EDUC 1014 - Agindaasowin (Math) Part I

EDUC 2330 - Wholistic Healing and Indigenous Education

First Fall

EDUC 1321 - Student Teaching I (30-50 day Placement)

EDUC 2014 - Agindaasowin (Math) Part II

EDUC 0190 - Community-led Teaching and Learning
Dagwaagin (Fall)

First Winter

EDUC 1015 - Indigenous Ways of Seeing (Visual Arts)

EDUC 0290 - Community-led Teaching and Learning
Biboon (Winter)

First Spring

EDUC 2015 - Indigenous Ways of Knowing (Science)

YEAR 2

Second Summer

EDUC 0390 - Community-led Teaching and Learning (Camp)
Ziigwan/Niibin (Spring/Summer)

EDUC 2016 - Indigenous Ways of Doing (Music, Dance,
Drama)

EDUC 1572 - The Development of the Child

Second Fall

EDUC 2017 - Indigenous Ways of being (Social Studies)

EDUC 2430 - Indigenous Education Research and Data
Analysis

EDUC 2121 - Student Teaching II (30 -50day placement)

Second Winter

EDUC 2013 - Indigenous Storytelling Part II

EDUC 3330 - Technology as a Teaching and Learning Tool



*Scheduling subject to changes



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From the Heart

Teaching and Learning Goals



This program will:



1. provide a wholistic learning experience that encourages Teacher Candidates' (TCs) healing, health, and wellbeing.



2. Share and model how TCs can begin to ground their practices in Anishinaabe ways of knowing, seeing, doing, and being, to promote both learning and teaching that is congruent with Indigenous pedagogy incorporating family, community, and healing.



3. Strengthen TCs' existing (cultural) knowledge and enhance or transform their teaching and learning practices to reflect Anishinaabe values.



4. Develop TCs' self-reflexivity skills to enable them to reflect on their teaching practices and self.



5. Provide a safe space for TCs to strengthen their identity and to bring their whole Indigenous selves (emotional, physical, spiritual, and mental) into their teaching practice and school communities.



6. Model the importance of relationships for TCs. In an Anishinaabe worldview, everything is related.



7. Foster TCs to become strong helpers who have the knowledge, tools, and skills to guide and walk alongside the future generations.



8. Facilitate connections to local learning systems that include family, community, language/dialects and Aki. Learning will be Aki centered.



From the Heart

Teaching and Learning Goals

Indigenous Ways of Knowing



1. Begin to understand the relationality within knowledge and apply relational accountability in their interactions and work.
2. Begin to understand how spirit lives in knowledge, and that knowledge comes from many different sources.
3. Create safe learning spaces that are grounded in spirituality.
4. Learn that an Indigenous way of knowing is spiritual, it comes from our hearts (it is our individual truth); it is related to place and people—family and community; and it includes relational accountability.

Indigenous Ways of Seeing



1. Begin to understand the importance of an Indigenous worldview and how it differs from a Western worldview.
2. Begin to understand that in Anishinaabe culture, everything has spirit, and thus, we are all related.
3. Begin to understand that worldview is crucial to Anishinaabe ways of knowing and gaining knowledge.
4. Begin to understand that there is a spiritual, emotional, and physical relationship to land and that in Indigenous contexts, land is not just the land we walk upon, but it includes air, water, spirit—all of Mother Earth. It is Aki (Earth)-based learning.

Indigenous Ways of Doing



1. Learn the importance of Indigenous pedagogy.
2. Begin to understand the purposes of Anishinaabe protocols through experiential learning and participation.
3. Learn their roles and responsibilities in attending ceremonies.
4. Begin to understand the importance of ceremony and that it is a way to gain, demonstrate, and share knowledge.

Indigenous Ways of Being



1. Begin to learn how to embody the Seven Grandfather Teachings and Eight Grandmother teachings. Also, understand the role kindness plays in creation and that kindness does not equate to being nice.
2. Begin to learn about our Original Instructions which help to guide us in how we should behave and act towards Creation. The goal of Indigenous education should be to create good people.
3. Learn that these Original Instructions are different for everyone and an Anishinaabe way of being is what helps us understand our roles.
4. Learn that Indigenous spirituality, ceremonies, protocols, pedagogies, culture, traditions, people, and place (land), all play a role in our Indigenous way of being.