



INDIGENOUS HEALTH LEARNING LODGE

McMASTER UNIVERSITY | FACULTY OF HEALTH SCIENCES

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LEARNING LODGE

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Selfies In-relation: How are You Connected to Creation/the Land?

Contributors to this edition are invited to include a selfie—a self-portrait - that speaks to how they are connected to the Land, in relation with Creation. The land is integral to identity within Indigenous ways of knowing and being, and selfies can contribute to visually express these deep connections in sharing our unique stories and perspectives. Images have visual impact as powerful tools for communication and our selfies as a practice of self-location, can speak to how we foster a sense of community and belonging, and can align the work we do in our roles with our shared responsibilities of collaboration, truth, reconciliation, and decolonization. For a deeper dive into Indigeneity and selfies: [Indigenous Resistance, Indigenous Selfie – tea&bannock \(teaandbannock.com\)](http://teaandbannock.com)

In this issue...

...we are featuring one of our Faculty of Health Sciences programs. We are so pleased to collaborate with the School of Rehabilitation Science. The objective of this adjustment is to feature the Reconciliation work that each of our programs in the faculty is undertaking. While our team here at the Learning Lodge may be aware of progress and achievements through our collaborative efforts, others from various programs will benefit from learning about both the successes and challenges that other programs are experiencing. Miigwetch (Thank you) to our SRS colleagues who contributed to this issue. We value and appreciate your individual and institutional allyship!

Nia:wen (Thank you!) to Lori Davis Hill who continues to inform her SRS colleagues and bridge the gap to the Indigenous Health Learning Lodge!

Lori Davis Hill, Assistant Professor, Rehabilitation Science
(in the second kayak in the top row)

Have a great summer everyone!



MESSAGES >

Aanii, Boozhoo, She:kon, Greetings!

The work of the Indigenous Health Learning Lodge is continuing to evolve and often, with a growth and development phase, comes transition. This academic year saw the transition of a few team members:

Matt Jocko, the IHLL Program Administrator and a previous team member of the former Indigenous Students Health Science Office (ISHS). Matt made many contributions to the development of our projects and special activities over the years.

Our Executive Director, Alex Trottier, has embarked on a new journey in her career this month. In her inaugural role, Alex made important contributions to the formative phase of the IHLL and established important relationships both on and off campus.

Sarah Thorne, our Learning Coordinator is transitioning to work with the Indigenous Student Services team here at McMaster. Sarah has led our Learner initiatives in the Learning Lodge and provided guidance and support to many Indigenous students. Good luck as you expand your knowledge in this field!

Kichi Miigwetch to all of these individuals who contributed to advancing Indigenous health sciences education and reform within the Faculty of Health Science. We wish you all the best in your new endeavors.

I also wish to extend a hearty welcome to our incoming team members as well.

We are so pleased to have Catherine Booker returning to the Learning Lodge after a Career Growth leave. Catherine was formerly our Indigenous student services assistant coordinator, and she has now assumed role



of IHLL Program Administrator [See bio in this issue]. Welcome back Catherine!

We also welcome Karen Wright to our team in a supportive advisor role during this transition period. Karen will work with our team to support operational activities and collaboration across campus.

Finally, we are looking forward to the arrival of Loretta Loon, our latest faculty hire [See bio in this issue]. So excited to welcome Loretta in a teaching faculty role. Loretta will be situated in the Learning Lodge and will lead our work in the development of Indigenous health curriculum.

Miigwetch to all our staff and faculty for your patience and ongoing good work and collective leadership during our transition period!

I also wanted to extend a hearty congratulations to our Learners for completing another semester of study. Some of you will be moving out into the world as you engage in the post-academic stage of your career. Residency posts, new jobs in various healthcare venues or maybe you are taking a gap year to catch your breath and think about the future. Others will be returning in the fall (or summer courses) to continue your studies. Whatever the case, best of luck in all your future health-related endeavors! Come visit us the Learning Lodge anytime and keep us posted of your progress in healthcare.

MESSAGES >

Loretta Catherine Loon is Eeyou and Ininew Cree. She is a band member of Fort Albany First Nation and a clan council member of MoCreebec Eeyuod in Moose Factory, Ontario. Loretta is a leader and advocate in Indigenous health and post-secondary education. She attained her Bachelor of Arts (B.A.) degree in International Development Studies at York University in 2010; a Bachelor of Education (B.Ed) degree in Indigenous Adult Education at Brock University and graduated in 2012 while her youngest daughter was only 3 months old. She attained her Masters Certificate in Project Management from the Schulich School of Business – Executive Education Centre in 2014; a Master of Education (M.Ed) degree specializing in Indigenous Education at York University in 2016.

Loretta is a former PhD Candidate at York University in Education since 2016 within the Language, Culture and Teaching degree program in which her thesis is entitled, “Stealing Across Time: Indigenous Eeyou Istchee as Autochthonous and Decolonization.” She is currently an incoming PhD doctoral student specializing in Indigenous Health at the University of North Dakota within the School of Medicine and Health Sciences.

Loretta has worked with Weeneebayko Area Health Authority for the past four years. She was Director of Minomathasowin Public Health at WAHA for a few years and Co-Chair of the WAHA Research and Ethics Committee during the period of 2020 -2023. She was then appointed as Associate Vice President – Culture, Healing and Well-Being in 2022 where she led Public Health, Population Health, Non-Insured Health Benefits, Mental Health and Addictions and Community Wellness programs.

She has also worked as Executive Lead – Queens University and Weeneebayko Partnership where she works toward expediting the inclusion of a new health education campus to be situated in Moosonee in the next few years. Having worked within



Loretta Loon

Indigenous Health Learning Lodge,
Faculty of Health Sciences

health policy and post-secondary education sectors, Loretta has taught and developed Indigenous-focused and decolonizing curriculum at a number of universities including Algoma, York, Brock, Toronto Metropolitan University as an Assistant Professor (2020-2021) in the School of Child and Youth Care as well as at the School of Continuing Studies at McGill University during the 2019-2020 academic year.

In terms of Indigenous research and ethics, Loretta is currently an Ethics Reviewer with the First Nations Information Governance Centre (FNIGC) and a member of the Indigenous Research Ethics Board at York University, Toronto. She has held numerous advisory roles as a board member over the years with Anduhyaun Inc, Keewaytinok Native Legal Services, Elizabeth Fry Society Toronto and Legal Aid Ontario (Indigenous Advisory Circle), respectfully. In addition, Loretta has worked with people who needed help navigating systems over the years in community development and administration and has been working towards the advancement of Cree communities since 1993.

She enjoys spending time with her children Meridian and Amelia and being back home in James Bay.

MESSAGES >



Karen Wright

Administrator, Indigenous Initiatives, Indigenous Education Council, temporary support admin, IHLL

Selfie of Karen in the sunlight next to a Norval Morisseau

My name is **Karen Knott**, I am an Anishinaabe kwe from Curve Lake and I belong to the Crane Clan. I graduated from the Native Community Care and Counselling program at Mohawk College (a long time ago!). After a lengthy career in Social Services, I joined McMaster University working for the Indigenous Education Council where I have been for the past 3 years.

I am also a mother of 3 children. If I am not at work, you will most likely find me at a hockey rink cheering on my daughter or niece. (Little NHL is my favorite way to spend March Break!) ...but my most favorite place to be is in Curve Lake, it is one of the most beautiful places on earth.

I am looking forward to helping at the Learning Lodge. If you see me around come and say hello!



Catherine Booker

Program Administrator, IHLL

Selfie of Catherine standing on the shores of Lake Erie

Nii Ndushiinzi Catherine, Nii Noonjiiyayi Nalahii. [Hello, my name is **Catherine**, I am from downriver]. My family is a mix of settler, Black abolitionist and Munsee Delaware peoples, who are also known as the Overnights in Haudenosaunee territory. I live in Norfolk County in a little house between the lake and the bush. I am a mother and an Auntie, and I am grateful to be collaborating within the Learning Lodge with all my amazing colleagues. My previous roles at McMaster supported Indigenous students and Indigenous STBBI health research projects. With the support of my family and mentors, I was able to complete a Masters in Cultural Studies and Critical Theory from McMaster University in 2022. My current research interests include Indigenous narratives of health, memes, responsibilities of intersecting identities in Canada, 2SLGBTIA+ Indigenous futurisms, Aunties, storytelling and lateral love. If you like to talk about any of these, come visit me at the Learning Lodge! Anushiik!



My name is **Emma** and I am Anishinaabe, turtle clan from Red Rock Indian Band. I grew up in North Bay Ontario and am currently living in Hamilton, studying in the Bachelor of Health Sciences program at McMaster University. I'm a part of the 2024 IndigiNerds cohort with Dr. Jennifer Walker as my supervisor. I'm looking forward to immersing myself in the field of Indigenous research and connecting with the amazing group of Indigenous faculty and scholars at IHLL and McMaster as a whole!

EVENTS >

Red Dress Day

May 5th was National Day of Awareness for Missing and Murdered Indigenous Women and Girls and 2SLGBTQI+ people (MMIWG), also known as “Red Dress Day.” This day serves to raise awareness and honour the memory of Indigenous women, girls, and Two-Spirit people who have gone missing or have been murdered in Canada.

The name “Red Dress Day” comes from the REDress project by Métis artist Jamie Black and raises awareness about the thousands of missing and murdered Indigenous Women, Girls, and 2SLGBTQQIA+ Peoples that represents an epidemic of gender-based violence in Canada.

During the week leading up to May 5th, The Indigenous Health Learning Lodge (IHLL) held space for the MMIWG installation gifted to Indigenous Studies at McMaster by the Native Women’s Association of Canada in partnership with the MSU women and gender equity network, honoring murdered and missing women and girls.

On Friday, May 3rd, the Indigenous Health Learning Lodge hosted Edebwed Ogichidaa Kwe, meaning “she who speaks the truth” (also known as Elder Valarie King), from the Mississaugas of the Credit First Nation for an informal talk from 1:00PM to 3:00PM. The focus of this event was to provide space to acknowledge and remember missing and murdered Indigenous women, girls and 2SLGBTQQIA+ Peoples.



Picture of Elder Valerie King at the Learning Lodge Elder’s space.

Visitors to the Learning Lodge from the University of Southeast Norway (USN)

On May 10th the Indigenous Health Learning Lodge received visitors from the University of Southeast Norway. Hosted by the McMaster Global Health program, Dr Cecilie Varsi; Dean, Faculty of Health and Social Sciences and Line Joranger; Professor, Faculty of Health and Social Sciences met with Dr. Jen Walker and Lori Davis-Hill. USN is a McMaster Global Health program partner, and Global Health students have been working with their faculty on circumpolar health, including a focus on Indigenous Sami communities and exploring concepts of Indigenous Global Health.



Photo of USN and McMaster FHS Faculty

EVENTS >

Indigenous Nurse's Day

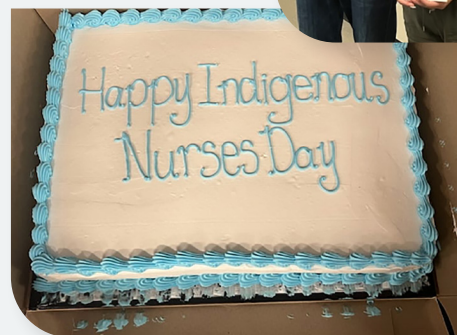
The Indigenous Health Learning Lodge and Six Nations Polytechnic co-hosted a collaborative celebration in honour of Indigenous Nurses Day, on May 9th, 2024, in partnership with the McMaster School of Nursing.

This year through our partnership with Six Nations Polytechnic was also the inaugural 'Edith Monture Guest Lecture'. This event recognized Indigenous Nurses Day and the legacy of Edith Monture. Our aim was to gather and acknowledge and strengthen relationships within education, health and community networks related to advancing Indigenous health.

A speaker's panel featured Six Nations Polytech nursing student Brandy Longboat, and McMaster School of Nursing learner Samantha Holmes, and alumni Victoria Guido, who exemplify the potential of strong collaborative relationships in nursing education and practice. This year's lecture was offered by Amber Skye, Unit Manager, Health Services Six Nations Polytechnic and was entitled, "Strengthening Relationships in Healthcare: Where are we along the pathway of Indigenous Nursing Education?" Skye showcased Six Nation Polytechnic's pathways to nursing education and announced the new "Six Nations Polytechnic Edith Monture Bursary" for their nursing programs. Rick Monture attended to tell Edith Montour's story and presented Amber Skye with a copy of his grandmother's biography.



Rick Monture and Amber Skye at Indigenous Nurses Day Celebration, McMaster University



Happy Indigenous Nurses Day Cake!



A group photo of Indigenous Nurses Day Nurses! Clockwise from the top left: Amanda Snow, Priscilla Patterson, Holly Cowan, Bernice Downey, Kalista Rodinsky, Brandy Longboat, Victoria Guido, Samantha Holmes.

The collaborative event honoured the legacy of Edith Montour and all Indigenous nurses who continue to make a difference. This inaugural lecture and took place on May 6th, 2024, from 1:00PM to 3:00PM EST both in person and streaming virtually at the Indigenous Health Learning Lodge, Room 3510 in the Michael DeGroot Centre for Learning and Discovery at McMaster University, 1280 Main Street West, Hamilton Ontario.

EVENTS ›

Ohahadoni: Creating a Path

On May 9th the Learning Lodge participated in the Ohahadoni: Creating a Path Health Symposium at the Six Nations Community Hall, an event in partnership with Haudenosaunee Health and Six Nations Polytechnic to promote healthcare and education for Indigenous youth. The goal was to showcase the diversity in health care professions via interactive booths, along with health professionals sharing the roles and responsibilities for elementary and secondary school students and community members interested in obtaining more information on health careers and education.

UPCOMING EVENTS ›

National Indigenous People's Day

National Indigenous People's Day takes place on the summer solstice, June 21. It's a special occasion to learn more about the rich and diverse cultures, voices, experiences and histories of First Nations, Inuit and Métis peoples. McMaster prioritizes and encourages people to learn more about Indigenous Peoples, places, and experiences. This is a valuable step forward each person can take on the path to reconciliation. Please follow the Learning Lodge's socials for information on events at McMaster and around the region.

Indigenous Health Education Symposium:

Dr. Paul O'Byrne, Dean, Faculty of Health Sciences at McMaster University and Dr. Bernice Downey, Associate Dean, Indigenous Health, Faculty of Health Sciences and the Indigenous Health Learning Lodge will be co-hosting an Indigenous health sciences education symposium September 18-19, 2024. The symposium will bring together health sciences education and clinical stakeholders from inter-disciplinary health professional regulatory bodies, Indigenous health sciences program alumni and health services representatives both Indigenous and non-Indigenous. The overall goal of the symposium is to raise awareness about Indigenous health sciences education reform regarding both successes achieved and lessons learned. Key topic will be Indigenous ways of knowing and being and traditional healing practice with a focus on how to harmonize knowledge systems and approaches.

Indigenous Culture of Safety Sessions

The Learning Lodge hosted an Indigenous Health Culture of safety program this semester. The program consisted of 5 sessions that focus on colonization, Indigenous ways of knowing and reconciliation. Each session provided participants with a circle sharing structure that offers a unique experience focusing on embodying Indigenous knowledge. The Culture of Safety program will be more widely available to students, staff, and faculty as we develop more capacity to run sessions for participants.

The Indigenous Health Learning Lodge is in the process of developing Indigenous Culture of Safety online modules in partnership with the Firelight Group, an Indigenous owned and led consulting and research group. In development, the Culture of Safety program will be a unique module program grounded in Anishinaabe and Haudenosaunee ways of knowing and being. It will be available to faculty, learners, and McMaster and staff.

As the pilot program is being rolled out, we recommend that individuals take advantage of existing digital and print resources to aid in learning more about the health and well-being of Indigenous peoples. The Indigenous Health Learning Lodge will have fully or partially funded seats for San'yas health education focused training and First Nations principles of ownership, control, access, and possession – more commonly known as OCAP training -available to students, staff and faculty starting September 2024.

For more information about the San'yas program, please visit <https://sanyas.ca/core-training/ontario>. For more information about OCAP visit the First Nations Information Governance centre website <https://fnigc.ca/ocap-training/>. Registration for IHLL fully or partially funded support for training will open in September 2024.

LEARNER'S SECTION >

Congratulations from the Indigenous Health Learning Lodge!

Congratulations to all 2024 graduates of the Faculty of Health Sciences! You've climbed the mountain and have helped to walk a pathway for future Indigenous graduates in health sciences. It's time to celebrate your achievements! As you step forward into further health sciences education, clinical practice, research, community work or the multitudes of other pathways, your hard work, perseverance, and dedication inspire us. We honor your journey and accomplishments! We would like to invite all Indigenous grads of the McMaster Faculty of Health Sciences and partner institutions to become part of the IHLL Alumni Network. Email Mat Gervais at IHLL@mcmaster.ca for more information or if you are interested in future mentorship opportunities with the Learning Lodge.

Selfie of Lori Davis-Hill and Jennifer Walker at the Learning Lodge.



Photo of Mat Gervais in the woods at McMaster

The Tom Dignan Student Space Student Space for FHS

The Tom Dignan Student Lounge is currently open to Indigenous learners and invited guests 24 hours a day, 7 days a week. Access to the student lounge is currently done through an access code. To access the student lounge please email IHLL@mcmaster.ca. The student lounge is conveniently located next to the IHLL office and learners including undergraduate, graduate and post-graduate learners in the FHS are encouraged to visit the space to study, nap, heat up lunch, make coffee or tea, and chat with peers and Learning Lodge staff.



Photo of Samantha Holmes, Victoria Guido and Brandy Longboat at the Indigenous Nurses Day celebration at McMaster University.

Student and Alumni Feature

Welcome to the Student and Alumni Feature section where we celebrate the vibrant journeys, achievements, and contributions of Indigenous students and alumni. Each edition will spotlight individuals who are excelling in their academic and professional pursuits and making a difference in their communities. In this edition of our newsletter we celebrate Six Nations Polytechnic Nursing program Brandy Longboat, McMaster School of Nursing Graduate Student Samantha Holmes, and McMaster School of Nursing Bachelor of Science in Nursing alumni Victoria Guido.

ALLYSHIP >

Spotlight on the School of Rehabilitation Sciences: A Conversation with Dina Brooks, Jacqueline Bosch, Ada Tang, Lyn Turkstra, Brenda Vrkljan and Sarah Wojkowski

1. How does the role of Indigenous Ally apply in your current roles at McMaster?

Being an ally is an important aspect of our respective leadership roles at McMaster. We are committed to listening and learning about Indigenous peoples, policies, and history, so that we have a greater understanding of what has happened and is still happening today. As allies, we are also committed beyond listening, learning, and unlearning to also developing meaningful relationships with Indigenous colleagues, students, and community members. We know that this means spending time in self-reflection not only about our own beliefs and actions, but also how these have shaped processes and practices within our programs (e.g., admissions) and how we can intentionally make space for Indigenous knowledge and ways of knowing to be pillars of our curricula and programs.

2. What is the most challenging aspect of influencing and changing inequitable health systems towards being more culturally safe for Indigenous people?

There are a few challenging aspects. The first is that while now we have a greater focus on the preparation of students for working in the health sector in different ways, including as health professionals and researchers, to ensure they understand the importance of cultural safety, cultural humility, and Indigenous ways of knowing, this has not always been the case. As such, we recognize it will take time and effort to support those currently in practice who may also have personal learning goals related to learning and unlearning – and we're working collaboratively to support these efforts. Ensuring enhanced awareness, knowledge and understanding of how to create culturally safe health care and research environments is something that should have happened a long ago - but it did not. We know there are needs across these

settings; and as these needs are addressed and our students are prepared differently, it will collectively result in important changes to how health care is delivered.

The other challenging aspect is considering where and how health systems deliver care. There is a need to include Indigenous peoples at every step of health system research, design, and delivery – and to consider how we can support Indigenous-led partnerships across the Canadian health system. This would include incorporating Indigenous knowledge and services and placing equal value to these as is currently placed on biomedicines – considering the role that community can play in supporting the navigation and delivery of services.

3. How would you encourage your colleagues to become more involved in Indigenous allyship initiatives?

We want to be 'co-conspirators' or active partners with our Indigenous colleagues so we can collaboratively create spaces and opportunities to engage groups and individuals from across campus. We believe strongly in raising awareness of the need to engage and be committed to establishing initiatives that celebrate the successes and encourage innovation with our Indigenous colleagues. An example of how we have taken action is through having an Indigenous mural installed on the 4th floor of the Institute of Applied Health Sciences (IAHS).

Completed by Kyle Joedicke, an Indigenous artist from Hamilton Ontario, the theme of the mural is the passing of knowledge to the next generation. Community members can learn more about the mural and artist here: <https://srs.healthsci.mcmaster.ca/truth-and-reconciliation/about-the-iahs-mural-artist/>. For us, the mural serves as a daily reminder that we as leaders in the University are responsible for engaging, continuing our own educational journey,

Dina Brooks

PhD, MSc, BSc (PT),
Vice-Dean & Executive
Director School of
Rehabilitation Sciences
Executive Vice Dean and
Associate Vice President
(Academic), Faculty of
Health Sciences



Lyn Turkstra

Professor, Assistant
Dean (Speech-Language
Pathology)



Sarah Wojkowski

MSc (PT), PhD
Assistant Dean
(Physiotherapy) and
Director, Program
for Interprofessional
Practice Education
and Research (PIPER),
Faculty of Health
Sciences



Jacqueline (Jackie) Bosch

PhD
Professor, Assistant
Dean (Occupational
Therapy)



Ada Tang

PhD MSc BSc (PT)
Assistant Dean
(Rehabilitation Sciences)



Brenda Vrkljan

PhD, O.T. Reg. (Ont.)
Professor & Director,
Integrated Rehabilitation
and Humanities



and creating spaces and time to support others in doing the same.

4. What do you think is some of the strategic work needed going forward for recruiting Indigenous students to your program(s)?

The professional programs (i.e. Master of Science Occupational Therapy, Physiotherapy and Speech Language Pathology) have had a Facilitated Indigenous Applications Process (FIAP) for several years. Our new undergraduate program, Integrated Rehabilitation and Humanities (IRH), that is launching in September 2024 also includes a FIAP process. However, the number of Indigenous learners in our Master's programs remain low. In our opinion, more work is required to help prospective Indigenous applicants consider these professions during high school or early post-secondary years. Each of our programs have different pre-requisites, and so deciding at the time of completing a university degree to pursue one of these programs can be challenging in terms of ensuring that the pre-requisites have been satisfied. If we can raise the profile and opportunities for these professional programs through our new undergraduate degree and other initiatives with Indigenous students earlier in their academic studies, it can help ensure that students have taken the required courses and see these professions as important and exciting career paths.

We are aware that having Indigenous specific supports for Indigenous learners when they start Programs at McMaster are essential. One way we are doing this it to make sure we invite a representative from the Indigenous Health Learning Lodge (IHLL) to speak at our orientation for students at all levels of learning in the School of Rehabilitation Science. We believe that integrating the IHLL into orientation highlights an important campus resource, and potential contact, early on – so that students can choose to access this resource if desired. We continue to work with students and Indigenous colleagues to ensure our curriculums are reflective of accurate and current content that encourage discussion and understanding of Indigenous ways of knowing and learning. We hope that by taking these actions, our graduates, as the leaders of the future, will be well positioned to enact change and ensure equitable and safe health care for all.

RESEARCH HUB ›

The IHLL Research Hub has wrapped up a busy end to the winter semester and is excited for the summer and upcoming school year. We are eager to continue working on Indigenous health research programming and have some exciting opportunities in the works.

First, we would like to welcome two IndigiNerds working with IHLL faculty and staff on their research projects. IndigiNerds is an eight-week intensive research training program hosted by the McMaster Indigenous Research Institute (MIRI). Indigenous undergraduate students from universities across Canada, who are interested in research and curious about graduate school are eligible to participate. Participants take part in workshops and Indigenous Knowledge programming while contributing as research scholars under the supervision of a McMaster faculty member.

This year we welcome Emma, a student from

McMaster majoring in Health Sciences, who will be working with Dr. Jennifer Walker and Faith, a student from UBC majoring in Psychology, who will be co-supervised by Lori Davis Hill and Laura Banfield.

Additionally, we are excited to be supporting the Indigenous Mentorship Network of Ontario with their summer institute. The institute will run July 15th-19th and will support Indigenous undergraduate and graduate students across Ontario. For more information, you can check out <https://imn.mcmaster.ca/>.

Finally, the IHLL will be hosting our “Season of Research” with MIRI’s work on the Indigenous Research Primer in September. Stay tuned to IHLL social media for information coming soon.

On behalf of the research hub, we wish everyone a happy and restful summer, and we are excited to welcome students back in September.

KNOWLEDGE BROKER’S CORNER ›

Featured Resources: Indigenous Health Collection at the McMaster Health Sciences Library

The Health Sciences Library has been developing an Indigenous Health Collection of print books (including novels, picture books, memoirs, and others), eBooks, and videos that can be best accessed via this link or through a link in the banner of the Health Sciences Library website. This collection includes materials created by, developed in collaboration with, or about themes pertaining to the health and wellbeing of Indigenous Peoples, particularly on Turtle Island. As the collection grows Indigenous voices and perspectives are centred.

Check out these sample titles:

Dancing with the Cranes by Jeanette C Armstrong, Ron Hall

Silence to Strength: Writings and Reflections on the Sixties Scoop
edited by Christine Miskonoodinkwe Smith

Atautsikut = Leave Nothing Behind (film, 2019)



Laura Banfield with the IHLL Free Little Library and Benny the Skeleton

