

- St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education* 30 (4), 1068–1092.
- St. Denis, V., Bouvier, R., & Battiste, M. (1998). *Kiskinahnahkewak: Aboriginal teachers in publicly funded schools*. Regina: Saskatchewan Education.
- St. Denis, V. & Hampton, E. (2002). *Literature review on racism and the effects on Aboriginal education*. Indian and Northern Affairs Canada. Literature reviews of the National Working Group on Education. Ottawa.
- Saskatchewan Education. (1984). A five-year action plan for native curriculum development: Report of the Native Curriculum Review Committee. Regina: Saskatchewan Education.
- Saskatchewan Human Rights Commission (2003–2004). Annual Report. Retrieved from [saskatchewanhumanrights.ca/.../SKHR\\_AnnualReport\\_2003-2004.pdf](http://saskatchewanhumanrights.ca/.../SKHR_AnnualReport_2003-2004.pdf).
- Saskatchewan. Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People. (2013). *Voice, vision and leadership: A place for all. Final Report*. Gary Merasty Chair. Retrieved from <http://www.ae.gov.sk.ca/joint-task-force>.
- Saskatchewan Instructional Development and Research Unit (SIDRU) (Fall 2004). *Mikmaq education evaluation project*. M. Tymchak, Project Advisor, Faculty of Education, University of Regina.
- Schissel, B. & Wotherspoon, T. (2003). *The legacy of school for Aboriginal people*. New York: Oxford University Press.
- Semali, L. M., & Kincheloe, J. L. (Eds.) (1999). *What is Indigenous knowledge? Voices from the Academy*. New York: Falmer Press.
- Sherwood, J. (2010). *Do no harm: Decolonizing Aboriginal health research*. (Unpublished doctoral dissertation). School of Social Work, The University of New South Wales, Australia.
- Sinclair, R., (2003). *PAR and Aboriginal epistemology: A really good fit*. Retrieved from [http://www.aboriginalsocialwork.ca/special\\_topics/par/epistemology.htm](http://www.aboriginalsocialwork.ca/special_topics/par/epistemology.htm).
- Skutnabb-Kangas, T. (2000). *Linguistic genocide in education or worldwide diversity and human rights?* Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith, L. T. (1999/2012). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.
- Smith, L. T. (2000). Kaupapa Maori research. In M. Battiste (Ed.), *Reclaiming Indigenous voice and vision* (pp. 225–247). Vancouver: UBC Press.
- Smith, L. T., Battiste, M., Bell, L., & Findlay, L. M. (2003). An interview with Linda Smith. *Canadian Journal of Native Education*, 26 (2), 169–186.
- Sock, S. (2012). *An inquiry into the Mikmaq immersion program in one community: Student identity, fluency and achievement*. (Unpublished master's thesis). St. Francis Xavier University, Antigonish, N.S.

Statistics Canada. (2008). *2006 Census: Educational Portrait of Canada, 2006 Census: Aboriginal population: The proportion of Aboriginal people with a university degree has grown*. Ottawa: Statistics Canada.

Statistics Canada. (2010). *Aboriginal Peoples in Canada. Aboriginal language indicators for Inuit, Métis, and off-reserve First Nations children in Canada*. Retrieved from <http://www.statcan.gc.ca/pub/89-645-x/2010001/c-g/c-g008-eng.htm>.

Suzuki, D. (1997). *The sacred balance: Rediscovering our place in nature*. Vancouver: Grey-stone.

Thwaites, R. G. (Ed). (1856-1896). *The Jesuit relations and allied documents*. 73 Vols. Cleveland: Burrows.

Tisdell, E. J. (2003). *Exploring spirituality and culture in adult and higher education*. San Francisco: Jossey-Bass.

Truth and Reconciliation Commission of Canada. (2012). *Interim Report*. Ottawa. Retrieved from [http://www.attendancemarketing.com/~atimk/TRC\\_id/Interim%20report%20English%20electronic%20copy.pdf](http://www.attendancemarketing.com/~atimk/TRC_id/Interim%20report%20English%20electronic%20copy.pdf).

Tymchak, M. (2001). *School plus: A vision for children and youth*. Final Report of the Minister of Education, Government of Saskatchewan, Task Force and Public Dialogue on the Role of the School. Saskatchewan Instructional Development and Research Unit, Regina. Retrieved from [www.strsdig.ca/continuousimprovementfiles/SchoolPLUSOverview\\_w.pdf](http://www.strsdig.ca/continuousimprovementfiles/SchoolPLUSOverview_w.pdf).

UNESCO. (1996). *Declaration of the principles of international cultural co-operation*. Retrieved July 2008 from: [http://www.unhcr.ch/html/menu/b/in\\_decl.htm](http://www.unhcr.ch/html/menu/b/in_decl.htm).

UNESCO. (1999). *Declaration on Science and the Use of Scientific Knowledge: Science for the Twenty-First Century*. Budapest, Hungary, June 26–July 1, 1999. Retrieved from [http://www.unesco.org/science/wcs/eng/declaration\\_e.htm](http://www.unesco.org/science/wcs/eng/declaration_e.htm).

UNESCO. (1999). World Conference on Science for the twenty-first century: A new commitment. Retrieved from: <http://unesdoc.unesco.org/images/0012/001207/120706e.pdf>.

Union of Nova Scotia Indians. (UNSI) (1979). *Survey of Indian education 1971-79*. Dalhousie University, Halifax: School of Public Affairs.

United Kingdom. *British North America Act, 30–31 Vict., c. 3 (1867)*.

United Nations. CERD (1965). *UN Convention on the Elimination of All Forms of Racial Discrimination*, Resolution 2106 (xx) 21 December 1965.

United Nations. *Charter of Human Rights (1948)*. Adopted by General Assembly resolution 217 A (III) December 10, 1948. Retrieved from <http://www.ohchr.org/EN/UDHR/Pages/Language.aspx?LangID=eng>.

United Nations. Secretary General. (2012). Report on the status of the convention on the rights of child (A/67/225).

United Nations HRC (1967). 197 UN *International Covenant on Civil and Political Rights*, [ICCPR] G. A. Res. 2200 (XXI), 21 UN GAOR, Supp. (No. 16), UN Doc. A/6316 (1967) came into force on 3 January 1976.