# Etuaptmumk -Two Eyed Seeing

Etuattmumk, Created by Mi’kmaq Elder Albert Marshall, is often explained as a way of learning to see from one eye with the strengths of Indigenous Knowledges and ways of knowing, and from the other eye with the strengths of Westernized knowledges and ways of knowing. Two Eyed Seeing occurs when learning to use both theses eyes and insight together for the best benefit of all.

According to Elder Albert Marshall; Two eyed seeing is recognizing that there are more than one way at looking at the world. Different perspectives provide different learning opportunities.

The advantage of Two-Eyed Seeing is that you are always fine tuning your mind into different places at once, you are always looking for another perspective and better way of doing things.”-Albert Marshall.

Elder Albert has passionate concerns for the well-being and future of Aboriginal peoples and Indigenous knowledges, as is evident when he states what happens in its absence: “When you force people to abandon their ways of knowing, their ways of seeing the world, you literally destroy their spirit and once that spirit is destroyed it is very, very difficult to embrace anything – academically or through sports or through arts or through anything – because that person is never complete. But to create a complete picture of a person, their spirit, their physical being, their emotions, and their intellectual being … all have to be intact and work in a very harmonious way.”.

Ways to work with Two Eyed Seeing in the classroom:

* Adopting a Co-Learning Mindset.
* Adopt the 7 sacred teachings to help connect and reflect.
* Understanding one another.
* Develop more than one way to explain your assignments, tests, goals for your students.
* [Provide visuals as much as possible](http://www.integrativescience.ca/uploads/articles/2010March-Bartlett-Marshall-Integrative-Science-Two-Eyed-Seeing-traditional-Aboriginal-knowledge-fisheries-species-at-risk-AFSAR.pdf)
* Have Indigenous presenters in class when possible.
* Knowledge keepers
* Provide alternative ways of presenting/doing assignments
* Understand importance of weaving traditional knowledge in with westernized knowledge.
* Meetings with Student + Aboriginal Advisor to discuss resources and other Academic related help.
* Respect absents due to traditional or social events. (Etc. Treaty Day. Death of important member to community, not just family.)
* Understand that many students deal with Two Eyed Seeing.
* Respect is at the forefront: it is important to keep respect within the classrooms and workplaces since a healthy learning environment is an effective one.

**Science + Two eyed seeing**

Visuals as a Guiding Principle in Integrative Science.

<http://www.integrativescience.ca/Principles/Visuals/>

Other notes for Two Eyed Seeing:

Important notes for faculty while working towards indigenizing classrooms and workplaces.

Understand that working with First Nations students requires patience and understanding when it comes to education and two eyed seeing.

It is also important to keep in mind that first nations peoples live by a set of teachings, which are the Seven Sacred Teachings (also known as the Seven Grandfather Teachings) that help guide us through life. Those teachings are

**Wisdom: beaver**

Wisdom is the Teaching we use to take all that we have learned and experienced on the land toward making decisions that will help protect it for the next seven generations. Wisdom is represented through the beaver.

**Love: eagle**

Love is the Teaching we learn and use unconditionally. It is mutual and reciprocal, like the relationship we have with the land and all that she sustains. Love is often represented through the eagle.

**Respect: buffalo**

At its very core, Respect is shown for the land by all that we do to ensure it is protected for the next seven generations and beyond. It is the foundation for the relationship humans have with the land and honouring all that the land is and does for us. Respect is often represented through buffalo or plains bison.

**Bravery: bear**

Bravery is a Teaching that is given and shown most when we need it. When we stand up for the land, we are demonstrating Bravery to do what is right by its protection. Bravery is often represented by the bear.

**Honesty: raven**

Honesty is a Teaching that starts with oneself. It begins with understanding how we can be genuine behind our intentions and how we can practise honesty toward the land and admit where and identify how we can do better to protect it. Honesty can be represented through the raven.

**Humility: wolf**

Humility is an important Teaching when faced with the reality of our actions and the impact humans have had on the land. Humility is practiced when we own up to our shortcomings and learn from our past mistakes. Humility often takes the form of a wolf. Wolves are social animals and generally live in packs of three to seven individuals. Two centuries ago, the wolf was the most widely distributed mammal, found over large areas of the northern hemisphere. Today, the wolf’s habitat has been reduced due in southern Canada, in part, to the loss of large wilderness areas.

**Truth: turtle**

Truth is the compilation of all the Teachings we’ve been given; it is to know that in order to maintain a reciprocal relationship with the land, we must be truthful with ourselves and with others. In terms of conservation, we seek truth in terms of what we can see happening on the land and the species that live there.