

CRYSTAL J. REDGRAVE

2396 Summer Court NE * Bemidji, MN 56601

218.665.3000

crrredgrave@bugschool.k12.mn.us

BIOGRAPHY

Kmezena, Dr. Crystal Redgrave, Ph.D. is Wadopana (Canoe Paddler Natoka) from the Assiniboine and Sioux Tribes of the Fort Peck Nation. Redgrave is an enrolled member from a small rural reservation town, Tabexa Wakba (Frog Creek). Redgrave is a graduate of the public school system. She holds a Bachelor in English Literature (Montana State University-Bozeman), Bachelor in Education (Montana State University- Havre), Masters of Education in Instructional Technology (AIU), and a Doctorate of Philosophy in Curriculum and Instruction (Capella University).

Since the completion of her education degree, Redgrave has dedicated her life to serving Native American communities in the capacity as an educator. Over the years, she has been both an educator and administrator in various school districts throughout the United States. Redgrave has served in both public and tribal settings for the Navajo Nation, Tohono O'odham Nation, White Earth Nation, and the Leech Lake Nation.

Currently, Redgrave is the Superintendent of the Bug-O-Nay-Ge-Shig School, the Leech Lake tribal school, K-12. She is responsible for the education and well-being of over 200 Native American children. She seeks to provide security and safety while ensuring a quality and meaningful education. Redgrave oversees three schools, the elementary, middle/high school, and the language immersion school, Niigaane. Since 2012, Redgrave has worked to develop relevant cultural standards for Native American students. Redgrave works with elders and community members, school teachers, and researchers. Redgrave has created and teaches a philosophical model of education that positions the traditional and core values and responsibilities of Natives at the center of all learning.

Redgrave's model of Native education encompasses the four state of learning (emotional, physical, cognitive, and spiritual). The model is framed around traditional values (love, honesty, bravery, humility, truth, and wisdom). The model is wrapped in the concepts of respect (respect for family, self, relatives, and all that exists). The model seeks to develop creative, collaborative, communicative, and analytical minds. Most importantly the model is framed around the concept of family; how we are cared for and how we learn to care for others. Over the years, as a Native American educator, Redgrave has uncovered differences between the Western and Indigenous ideologies. For many educators, these differences often go unnoticed in everyday instruction. Redgrave believes the philosophical underpinnings of Western education can have detrimental effects on Native American children's sense of belonging, sense of place, sense of responsibilities, and overall their sense of identity. In effect, Redgrave has created a model that builds from Native language, place, and culture. Because of Redgrave's background in curriculum coupled with her sense of identity as a Native American, she recently has developed an instructional model. This instructional model is circular and reciprocal in nature. Listening, which is a traditional and cherished skill of Native Americans, is at the heart of the model. Between phases, the learner and teacher must listen. Collectively, the Redgrave hopes the model influences a change in the goals and aim of Indian Education.

Growing up on the reservation, living in poverty, and being schooled in mainstream ideologies, has motivated Redgrave to explore alternative ways to teaching Native American children in Westernized schools. She believes, how Natives think, believe, and what we do is different from westernized

epistemologies and cultural ways. Her model showcases the differences. Redgrave believes it is time for Native people to be honest with ourselves, honor those who have passed, and love those yet to come by being brave and teaching our children to be Native once again.

Figure 1. Native American Education Model

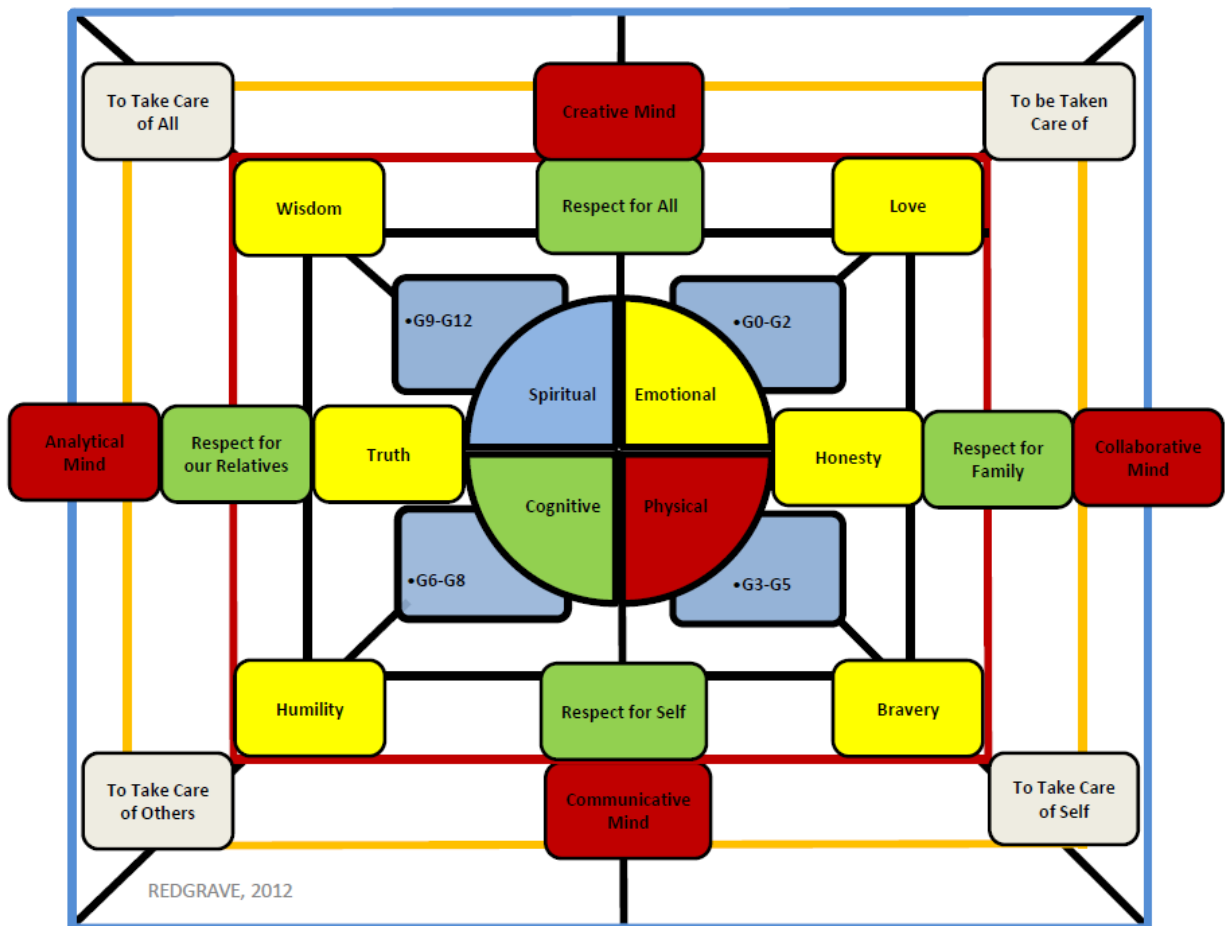


Figure 2. Native American Framework for Standards

What makes us whole...

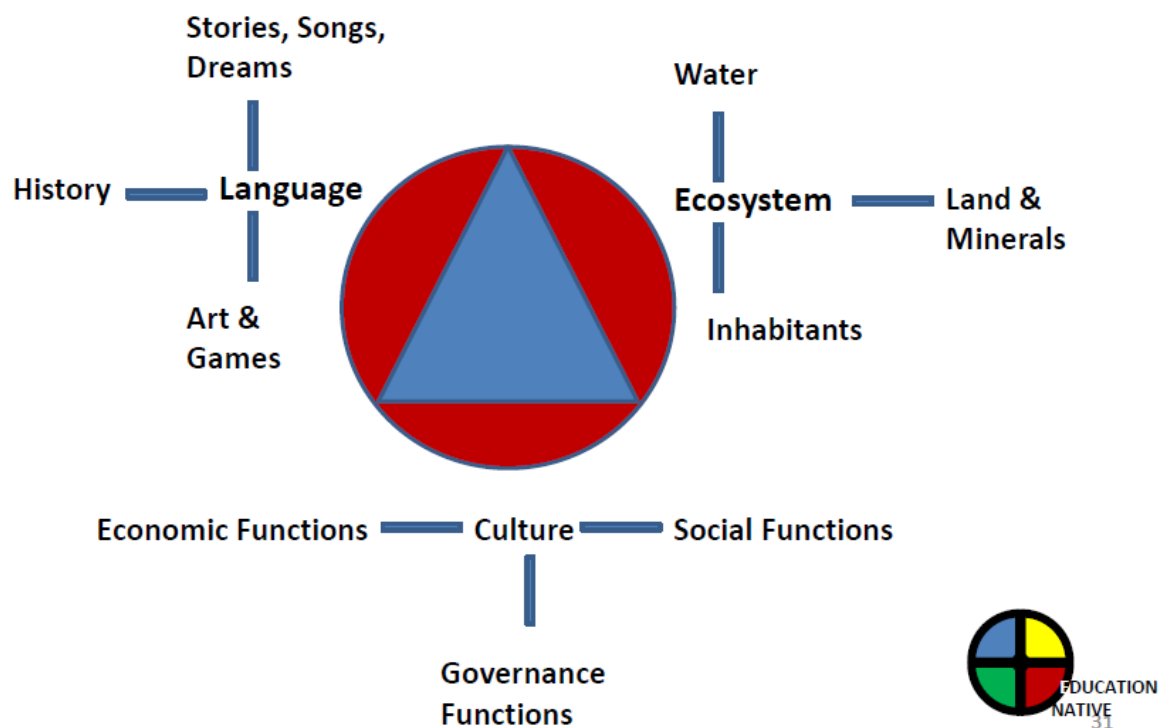


Figure 3. Native American Relevant Curriculum Framework

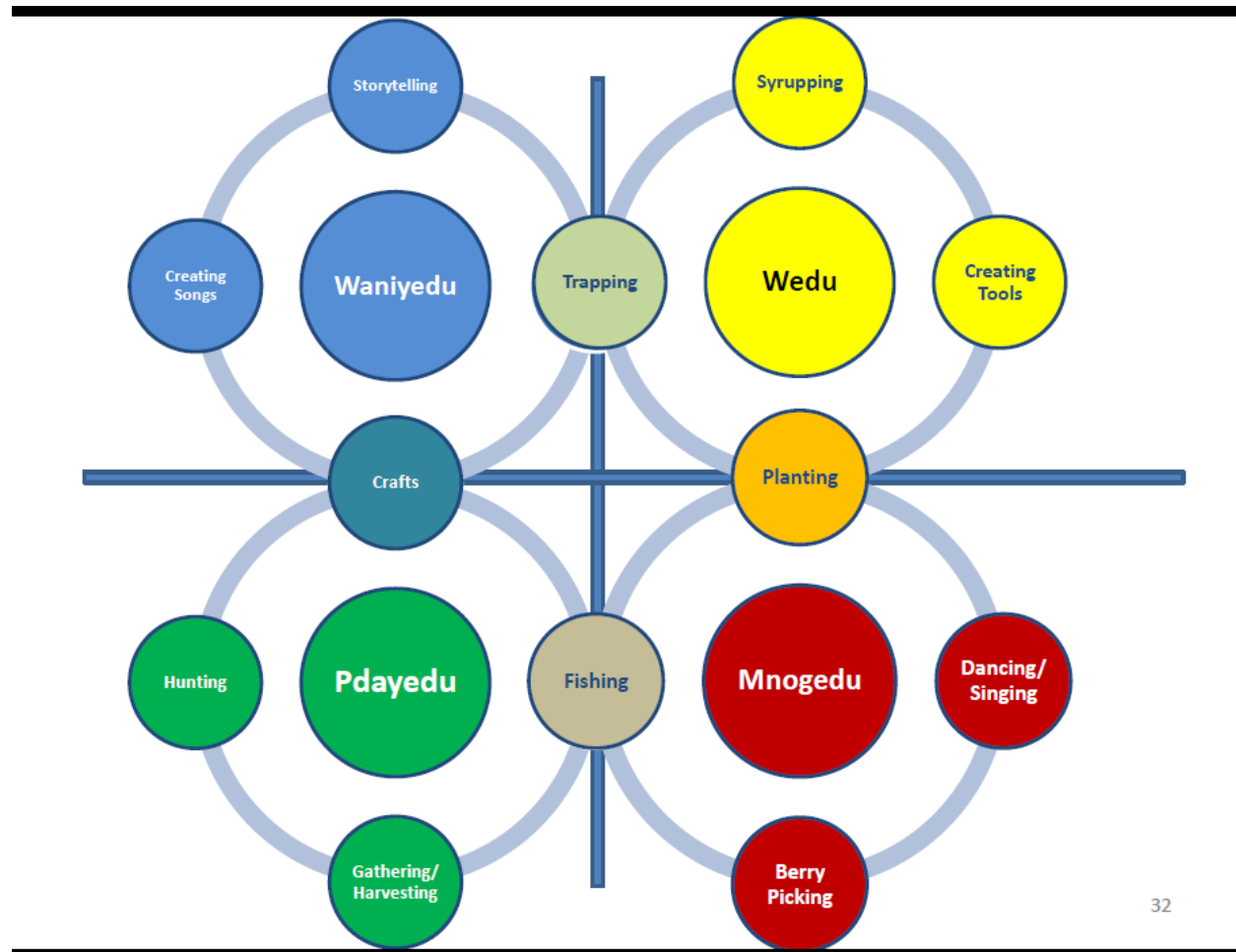


Figure 4. Native American Instructional Model

