



EXPANDING INDIGENOUS KNOWLEDGE IN ACADEMIA

CREATING SPACE, PLACE AND TIME FOR INCREASING
INDIGENOUS SUCCESS IN EDUCATION

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Sweetgrass
Teaching
Decision
making
Framework

- 1st Strand of 7 represent 7 ancestral generations
- 2nd strand of 7 represent the 7 grandfather teachings or 7 sacred teachings
- 3rd strand represent the future 7 generations to come

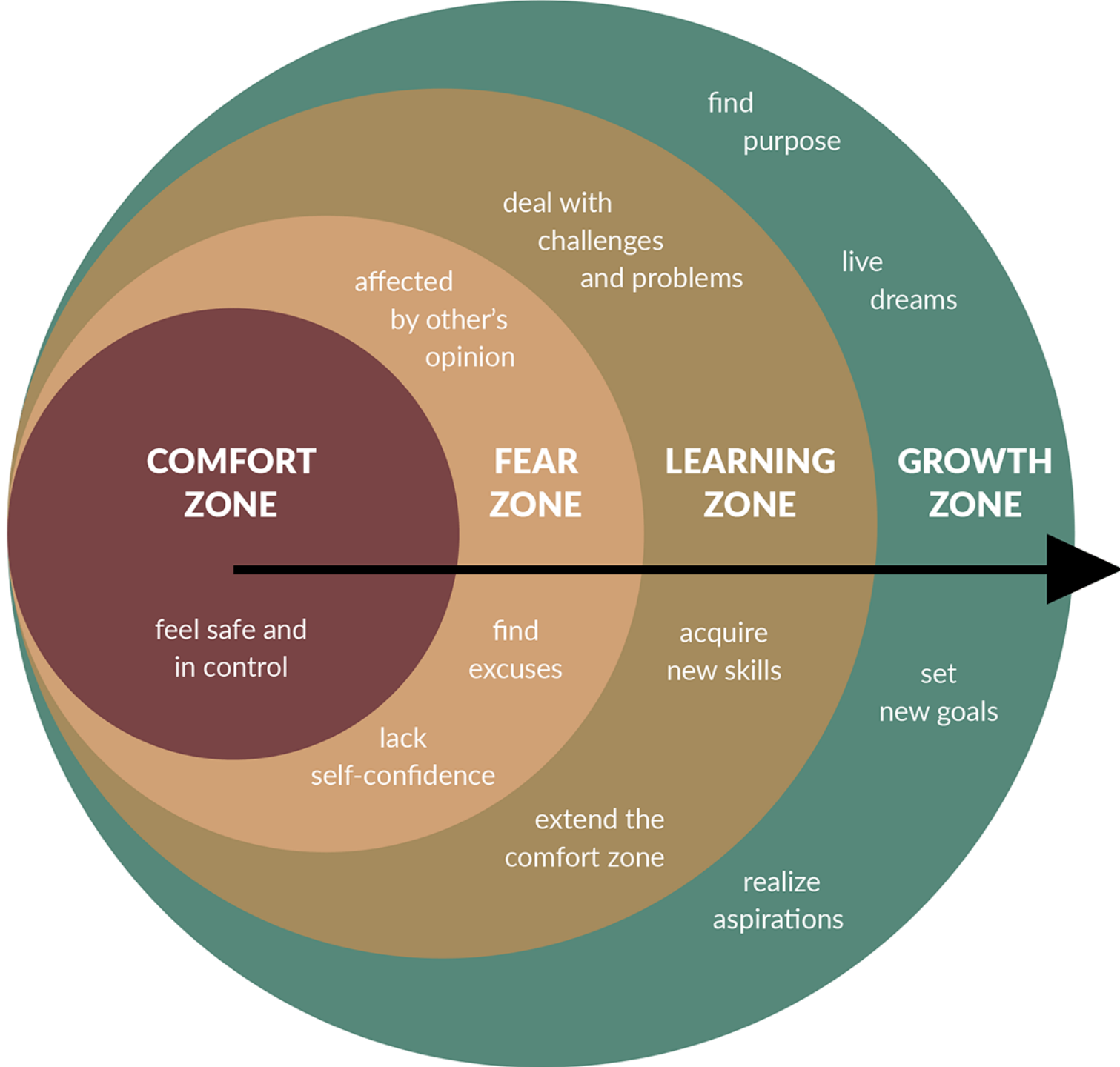
Attempted eradication through education

- ▶ 1883 - Sir John A Macdonald authorizes the creation of residential schools in the Canadian west.

“In order to educate the children properly we must separate them from their families. Some People say this is hard but if we want to civilize them, we must do that.

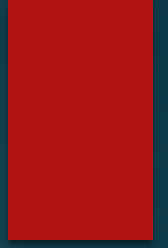
- ▶ 1920 – Sir Duncan Campbell Scott mandated school attendance, he stated,

“I want to get rid of the Indian problem. I do not think as a matter of fact, that the country ought to continuously protect a class of people who are able to stand alone... Our objective is to continue until there is not a single Indian in Canada that has not been absorbed into the body politic and there is no Indian question, and no Indian Department, that is the whole object of this Bill.””



Comfort
Growth
Zone

NEGATIVE Indigenous Stereotypes



They are SHY

No EYE Contact

Has no motivation

Has addiction issues

SAVAGE or violent

Unintelligent - SLOW

REFRAMING stereotypes and systems

- ▶ We need to become myth busters
- ▶ We need to exhibit strengths and positive Role Models
- ▶ We need to encourage People to call out detrimental behaviors and systems and provide ideas of solutions

MYTH

All Indigenous look like me

Rooted in Culture

Romanticized notions of Indigeneity

BUSTED

Many have mixed ancestry

Many are disconnected

Amazing Diversity

MI'KMAW ELDER ALBERT MARSHALL

“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 Western knowledges and ways of knowing... and learning to use both these eyes together, for the benefit of all.”

2 eyed seeing Methodology

Creating Space Place and Representation

1. Are there outdoor learning spaces?
2. What languages are in your wayfinding?
3. What does your entrance look like?
4. What art is brought into your institution?
5. What posters and imagery adorn your walls?
6. How diverse is your staff?
7. Are Indigenous employees relegated to entry level positions? Or Leadership?

Indigenous Curriculum Specialists Network (ICSN)

Indigenous Curriculum Specialists Network (ICSN) members offered a presentation at the University of Ottawa on Oct. 13, 2023, following a couple of days of working together on the land and at the university, towards developing these recommendations and wise practices for universities, colleges, and the postsecondary educational sector in Canada.

Decolonization Wise Practices

1. Building Indigenous relations amongst Indigenous people/colleagues is also part of the work for us.
2. We (Indigenous people) are all doing our own inner work
3. Decolonize our time

Decolonization Recommendations

1. Sovereignty within the institution/self-governed
2. Use quality assurance (IQAP) to include Indigenous accountability in program review
3. Community approach to hiring policies for Indigenous teams (not isolated single hires)
4. Prioritize relationships that share power

Reconciliation Wise Practices

1. Understand the history of where your feet are planted.
 - A. Truth and Reconciliation Commission's 94 Calls to Action
 - B. Calls for Justice
 - C. Settler Colonialism
 - D. Indian Residential Schools
 - E. 60's scoop
 - F. Treaties
 - G. Policies such as The Indian Act, etc
2. Create space for settlers to heal by exploring their four realms (emotional-heart, spiritual-soul, physical-body, intellect-mind)
3. Use power and privilege as a professor to amplify Indigenous voices and perspectives in their disciplines.
4. Embed heart and head work in curriculum.

Reconciliation Recommendations

1. Implement and endorse the Universities Canada's Commitments to Truth and Reconciliation (for universities) and the Indigenous Education Protocol (for colleges) to provide a way to measure how institutions are meeting reconciliation.
2. Create community led partnerships using proper protocols and policies.
3. Create and implement a wellness strategy for Indigenous faculty and staff.
4. Mandate experiential learning to build cultural competency and humility.

Indigenization Wise Practices

1. Allow space for mentorship
 - A. Bring Knowledge Keepers and children into academic spaces to co-teach with ICSs
 - B. Decolonizing and reconciliation are about making space for Indigenous people to lead and do Indigenizing, revitalizing, and reclaiming work.
 - C. Learn from and with (not about) Indigenous People

2. Community needs to be engaged and consulted
 - A. Indigenous curriculum needs to be place-based and people-based
 - B. Educational sovereignty is needed in communities
 - C. Need collaboration across institutions and across communities
 - D. Indigenous knowledges are not categorized by disciplines
 - E. All our (Indigenous) knowledges come from the land

3. Reciprocity
 - A. How do the programs benefit Indigenous communities?
 - B. Indigenous students need to see themselves in the curriculum

Indigenization

Wise Practices continued

4. Honor Indigenous-led sovereignty
 - A. Use Indigenous frameworks for curriculum development

5. Relevance
 - A. Start where your feet are planted

6. Reframe learning outcomes
 - A. Think about the process and relationality along the way
 - B. Reflect after to determine what the outcomes were
 - C. Employ Indigenous frameworks
 - D. Give ICSs time to develop the frameworks
 - E. And once there is a framework, don't just take it and do it without Indigenous colleagues
 - F. Frameworks to Indigenize the curriculum must be Indigenous-led and in collaboration with Indigenous people

7. Land and community
 - A. Postsecondary educational institutions need to honour learning on the land and in Indigenous community



Together We are Better



Questions

**NO MATTER HOW MUCH
PEDAGOGY WE KNOW,
NO MATTER HOW MANY
DEGREES WE HAVE,
UNLESS OUR STUDENTS
KNOW THAT WE CARE,
THEY WILL NOT LEARN
FROM US.**

Meegwetch
BAAMAAPI