

Indigenous Education Procedure on Classroom Practices: Teaching and Learning

1.0 Objective

- 1.1 The purpose of this Indigenous Education procedure is to guide teaching and learning that is inclusive of Indigenous knowledge systems, histories and truths that upholds Indigenous and inherent rights.
- 1.2 This procedure acknowledges that learning about Indigenous knowledge systems, truths, histories and contributions benefits all students in all schools and must be present in all curriculum areas.
- 1.3 This procedure is informed by and compliant with the United Nation Declaration on the Rights of Indigenous Peoples (UNDRIP), Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, The Truth and Reconciliation Commission of Canada: Calls to Action, the Ontario Education Act and the Durham District School Board's Guideline and Procedures for the Accommodating Creed in Schools: An Inclusive Approach.

2.0 Definitions

In this procedure,

- 2.1 **Board:** The Board of Trustees for the DDSB.
- 2.2 **District:** the corporate entity of the DDSB.
- 2.3 **School Leaders:** any individual or group constituted under the Education Act and in a position of authority by the DDSB to implement, administer, or manage policies and procedures of the Ontario Ministry of Education and the DDSB.
- 2.4 **Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.
- 2.5 **Colonialism:** Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their laws, cultures, traditions and ties to the land.
- 2.6 **Anti-Colonial:** intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.

- 2.7 **Cultural Appropriation:** is the adoption of an element or elements of one culture or identity, knowingly or unknowingly, by members of another culture or identity without engaging or consulting with the community, which can often result in diminishing or trivializing significant cultural or spiritual meaningful practices/traditions and can be discriminatory and racist. For Indigenous peoples in Canada, cultural appropriation is rooted in colonization and ongoing oppression.
- 2.8 **Tokenism:** the practice of doing something or engaging in actions only to prevent criticism and give the appearance that people are being treated fairly.
- 2.9 **Giikendaaswin:** is an Anishinaabe word to describe Anishinaabe worldview; knowledge, information, and the synthesis of personal teachings that everything is connected.
- 2.10 **Indigenous Rights:** derive from Indigenous political, economic and social structures and from their laws, cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.
- 2.11 **Indigenous Education Advisory Circle:** committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise on Indigenous education initiatives and programs throughout the DDSB.

3.0 Responsibilities

All employees must comply with the Indigenous Education policy and this procedure within their job duties and responsibilities, including recognizing biases, discriminatory structural barriers and inequities, responding to and addressing inequities, discriminatory structural barriers and actively engaging in anti-colonial approaches and practices within their sphere of responsibility, authority and influence.

- 3.1 The **Director of Education** (and designates) is responsible for the operations of the DDSB and implementing (or overseeing the implementation of) initiatives, practices and measures to support all educators in complying with the United Nations Declaration on the Rights of Indigenous Peoples: (UNDRIP), the Ontario Human Rights Code and this procedure. In addition to the responsibilities set out in the Indigenous Education Policy and related procedures, the Director of Education is responsible for:
- Setting clear direction and expectations to help educators fulfill their individual roles, responsibilities and accountabilities. These will embed the objectives of the Indigenous Education Policy and this procedure in learning environments;
 - Integrating and embedding systemic, organizational approaches to support the examination of existing colonial structures and supporting anti-colonial efforts;
 - Putting in place appropriate organizational structures and resources, funding and expertise to support the implementation of the Indigenous Education Policy and this procedure.
 - Ensuring central staff responsible for Indigenous Education self-identify as Indigenous wherever possible and demonstrate reciprocal connections to Indigenous knowledge systems and community.
- 3.2 **Superintendent of Education:**
- Supporting the development of and supervising educational programs in schools related to the Indigenous Education Policy and this procedure, inclusive of First Nations, Metis and Inuit Studies courses;

- Building capacity and providing professional learning to equip employees with knowledge and skills to support the implementation of the Indigenous Education Policy and this procedure; and;
- Collaborate with the Indigenous Education Advisory Circle on plans for Indigenous Education.

3.3 **Central Staff Responsible for Indigenous Education**

In an effort to model upholding and protecting Indigenous rights, Indigenous sovereignty, and consultation, central staff are responsible for:

- Providing consultation to ensure that all curriculum and resources are current, inclusive of First Nations, Métis and Inuit perspectives, accurate historical context, avoid harmful stereotypes and narratives and centering Indigenous voices and truths;
- Providing guidance based on Indigenous community members directions on all matters impacting Indigenous families and students;
- Promoting capacity building to support the implementation of the Indigenous Education policy, this procedure and the Indigenous Education Board Action Plan and;
- Collaborating with the Indigenous Education Advisory Circle on plans for Indigenous Education.

3.4 **School Leaders:**

In addition to what is set out in this procedure, School leaders are responsible for:

- Engaging in and providing opportunities for educators to engage ongoing learning and training in understanding the rights of Indigenous peoples and recognizing and understanding the deep impacts of colonialism and how it continues today;
- Facilitating the review of school and classroom resources to be inclusive of First Nations, Métis and Inuit truths, accurate historical context, avoid harmful stereotypes and narratives, centering Indigenous voices and truths in alignment with the Learning Resource Materials Selection Procedure;
- Identifying and removing the ongoing impacts of colonialism and oppressive structures within their schools; and
- Ensuring school learning plans address the teaching and learning of accurate Indigenous histories and student-centered pedagogical approaches.

4.0 **Guidelines and Considerations**

Indigenous Rights

- 4.1 Indigenous peoples have the inherent right to the dignity and diversity of their laws, cultures, traditions, histories and aspirations, which shall be appropriately reflected in education and public information. The DDSB "shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society." (UNDRIP- Article 15).
- 4.2 Indigenous Peoples are the guardians and interpreters of their civilizations, traditions, and knowledge systems. They have the right to exercise, control, and protect their culture, intellectual properties, and knowledge (UNDRIP).

- 4.3 The district is committed to providing services and workplaces that center human rights and equity and are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under the Ontario Human Rights Code. Indigenous students have the right the educational services free from discrimination based on ancestry and other Human Rights Code-protected grounds.

5.0 Procedures

- It is the expectation that staff will engage in ongoing learning and training to seek understanding of the rights of Indigenous peoples and recognize the deep impacts of colonialism and how it continues today;
- Schools and other worksites will provide opportunities and fostering healthy reciprocal relationships with Indigenous educators, parent(s)/guardian(s), families, students and community members.

- 5.1 Practice will reflect elements of Universal Design for Learning (UDL) that align, uphold and protect Indigenous and inherent rights to create learning environments that are inclusive for everyone; this includes and is not limited to revising or developing new strategies, practices, curriculum, books/course materials and resources, learning plans, assessment strategies, etc.

UDL involves and considers:

- Developing flexible ways to learn;
- Creating an engaging classroom environment;
- Maintaining high expectations for all students while allowing multiple ways to meet expectations;
- Empowering educators to think differently about their teaching;
- Focusing on educational outcomes for all;
- Designing and implementing curricula that meet and adjusts to the requirements of all students; and
- Flexible and multiple forms of assessments that recognize individual progress and provide alternative routes for learning.

UDL Principles include offering:

- Multiple means of representation to give learners various ways of acquiring information and knowledge;
- Multiple means of expression to provide learning alternatives for demonstrating what they know.

- 5.2 Curriculum design and delivery will ensure that programming is authentic and reflects the lived experiences and abilities of students through differentiation of content, process, product, or learning environment.

- 5.3 Curriculum resources, including visual representations, will:

- Reflect positive Indigenous role models in a variety of subject areas and a diversity of perspectives of Métis and Inuit in addition to those from First Nations including diverse and intersecting Indigenous identities (e.g., Two Spirit);
- Include and prioritize Indigenous voices (authors, artists, scholars, etc.);
- Be current and will be free of harmful stereotypes and narratives;
- Accurately represent Indigenous contributions both past and present, Treaties, residential schools, accurate histories and the ongoing impacts of colonization;
- Ensure Indigenous expertise and knowledge systems as equal and on par with Eurocentric knowledge;

- Expose students to learning centered around current issues involving Indigenous Rights; and
- Align with the guidelines of the vetted [Indigenous Education Resource Guide](#) found on the spark resources site.

- 5.4 Educators will refrain from replicating and/or mimicking cultural practices. Cultural perspectives will only be shared in a responsible and measured way through engagement with the Indigenous Education Department who works closely with the Indigenous Advisory Circle.
- 5.5 Ensure all curriculum resources and items that have been purchased that are no longer aligned with the Indigenous education policy and this procedure will be returned to the Indigenous Education department for disposal or recycled. They shall not be shared or reused elsewhere. This includes sacred and ceremonial items.
- 5.6 Administrators and educators will consult with the Indigenous Education Department when welcoming Indigenous guests to ensure guest speakers or facilitators related to Indigenous Education are on an approved speakers list, which has been co-created with Indigenous community partners.

6.0 Review Process

- 6.1 Through its cyclical policy reviews, the Board will embed the principles of Indigenous Education in other policies. The Indigenous Education Department will be consulted during the review and design of policies and will engage in Indigenous community consultation where it has significant impact.
- 6.2 The District's operations will be regularly reviewed to ensure that programs, procedures, and practices reflect an Indigenous focus. The Indigenous Education Department will engage in ongoing consultation with Indigenous community members and the DDSB Indigenous Education Advisory Circle.
- 6.3 Input and consultation meetings should be well advertised and communicated with Indigenous community members and follow the DDSB Policy Consultations Policy. Consultation may involve surveys, focus group meetings, ongoing conversations and or formal meetings.
- 6.4 Information gathered through the consultation process will be shared with stakeholders.

7.0 Communications and Information Accessibility

- 7.1 The Indigenous Education Procedure, Guidelines, and Resources lists will be shared with system leaders, school leaders and educators.

8.0 Reference Documents

8.1 Policies

- [Equity and Inclusion](#)
- [Consultative Process](#)
- [Voluntary, Confidential First Nation, Metis and Inuit Student Self-Identification Policy](#)
- Human Rights Policy

8.2 Procedures

- [Equity and Inclusion](#)

- [Positive School Climate](#)
- [Land Acknowledgement](#)
- [Opening and Closing Exercises](#)
- [Voluntary, Confidential First Nation, Metis and Inuit Student Self-Identification Policy](#)
- [Learning Resource Materials Selection](#)
- Human Rights Procedures

8.3 Other Documents

- Canadian Charter of Rights and Freedoms
- The Ontario Education Act
- Constitution Act
- Truth and Reconciliation Commission of Canada: Calls to Action
- Municipal Freedom of Information and Protection of Privacy Act
- Ontario First Nation, Métis, and Inuit Education Policy Framework
- Ontario First Nation, Métis, and Inuit Education Policy Framework: Implementation Plan
- Ontario Human Rights Commission: Policy on preventing discrimination based on creed
- United Nations Declaration on the Rights of Indigenous Peoples
- Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards
- Strengthening Our Learning Journey. Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework

Appendix:

None

Effective Date

2021-09-21

Amended/Reviewed

YYYY-MM-DD