



Indigenization & Decolonization for Faculty

TRU INDIGENOUS EDUCATION

Indigenization

Indigenization is a reflective journey of incorporating Indigenous Knowledge teaching and learning into education.

The work of Indigenization is a growing focus in this era of reconciliation, which has been driven forward by the Truth and Reconciliation Commission of Canada (TRC). Indigenization is one way in which we can contribute to working toward a stronger shared future as Indigenous and non-Indigenous people.

INDIGENIZATION

According to Indigenization is defined as the process of naturalizing Indigenous knowledge systems and making them evident to transform spaces, places, and hearts. In the context of post-secondary education, this involves bringing Indigenous knowledge and approaches together with Western knowledge systems. It is a deliberate coming together of these two ways of being. This benefits not only Indigenous students, but all students, teachers, and community members involved or impacted by Indigenizationⁱ.

REFLECTIONⁱⁱ

If you are an Indigenous person, what role do you envision for non-Indigenous people who are working toward reconciliation? As you develop curricula, how can you engage with non-Indigenous people in this work?

- If you are a non-Indigenous person, how do you see reconciliation applying to your own life? What is your role and responsibility in contributing to reconciliation?
- How does Indigenizing the curriculum support reconciliation? What are the benefits for Indigenous students? What are the benefits for non-Indigenous students? What are the benefits for society as a whole?

DID YOU INCLUDE INDIGENOUS CONTENT?

- Consult with Indigenous Education, Elders, and local Indigenous community before developing curriculum and include Indigenous Knowledge Keepers or staff in the development of course content,
- Use local relevant knowledge and resources to support student learning.
- Reference knowledge to the Indigenous communities involved.
- Incorporate Indigenous Knowledge throughout the course content.
- Utilize a variety of teaching strategies to honour mental, physical, emotional, and spiritual elements of intellectual development.

DO YOU DEMONSTRATE AN UNDERSTANDING AND APPRECIATION OF INDIGENOUS KNOWLEDGE?

- You link course content to the local Indigenous Communities and their traditional territories.
- You use up-to-date content relevant to the history of Indigenous peoples.
- You worked with the Indigenous Educational Developer, Cultural Advisor, Indigenous Director to incorporate Indigenous Knowledge.
- You encourage students to engage into decolonization through their coursework content.
- You encourage students to become aware of current issues relevant to Indigenous peoples.

DO YOU HONOR INDIGENOUS LEARNING?

- Understand learning requires the active participation of the students.
- Understand people learn in a variety of ways and at different rates allow space and patience.
- Provide students an opportunity to demonstrate their learning in multiple ways which may include, oral presentations, essays, video, music, art.
- Provide diverse teaching strategies and forms of communication through hands-on, Indigenous case studies, oral traditions).
- Understand and incorporate a learning that includes both individual and group process of relationship building.

INDIGENIZATION AND DECOLONIZATION STRATEGIES

- Follow Indigenous protocols with the local Indigenous peoples.
- Offer gift or honorarium to Indigenous Knowledge Elders and or Guests.
- Recognize Indigenous traditional territory of proper Land Acknowledgement to your students and in your course outlines and other resources.
- Learn how to say the Indigenous names in your opening remarks to students.
- Recognize that indigenizing teaching and learning is not just about culturally relevant teaching.
- Indigenizing teaching and learning challenge the dominant concepts about all peoples both Indigenous and non-Indigenous histories, current experiences aspirations and challenges still faced.
- Indigenizing teaching and learning are honours the TRC supporting Indigenous peoples and communities' goals for the self-determination and sovereignty.
- Provide students opportunities to research and review literature on a topic specific to Indigenous Peoples developed by Indigenous peoples.
- Visit an Indigenous community (not only once but develop meaningful relationships with the people).
- Consider incorporating circle formats; small table groups and other approaches that encourage dialogue
- Recognize and identify the benefits of Indigenization for you as the instructor and your students.
- Recognize and respect Elders, Indigenous Knowledge peoples and Faculty who fulfill Indigenous Leadership Roles.
- Contact the Indigenous Education Department to gain access to the names of local traditional knowledge keepers and Elders
- Consider taking off campus field trips
- Engage into Indigenous land-based learning
- Review Thompson Rivers University Indigenous Education Strategic Plan.

RESOURCES

For more information on indigenization please check out the following sites:

[Indigenization Initiatives - Indigenous TRU | Thompson Rivers University](#)

[Interview with Dr. Jo-ann Archibald - YouTube](#)

[Pulling Together: A Guide for Curriculum Developers – Open Textbook \(opentextbc.ca\)](#)

[Indigenization \(cnc.bc.ca\)](#)

[404 - NCTR](#)

[calls_to_action_english2.pdf \(gov.bc.ca\)](#)

[Two-Eyed Seeing-AMarshall-Thinkers Lodge2017\(1\).pdf \(integrativescience.ca\)](#)

[Indigenization Guide: Indigenization, Decolonization, and Reconciliation – BCcampus](#)

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1. ⁱ [Indigenization Guide: Indigenization, Decolonization, and Reconciliation – BCcampus](#)
 2. ⁱⁱ [Pathways Toward Reconciliation – Pulling Together: A Guide for Curriculum Developers \(opentextbc.ca\)](#)