



CESBA 2022

Beyond Reconciliation: Taking Education to the Next Level

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Hello

Where are we? Who am I?





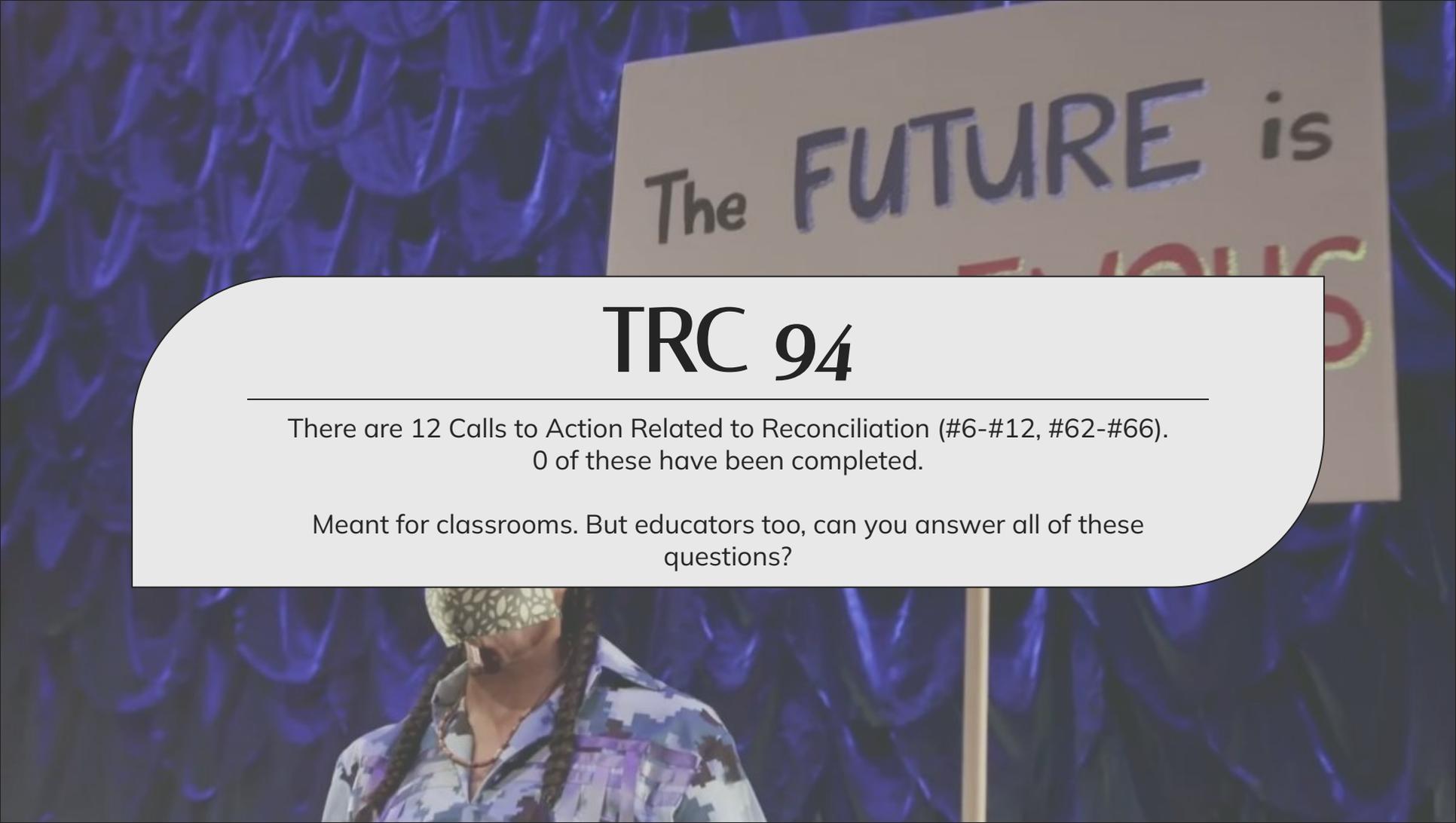
Truth and
Reconciliation
Commission of Canada

**Truth and Reconciliation
Commission of Canada:
Calls to Action**

02

TRC

First, where are we meant
to be?

A person wearing a blue patterned shirt and a mask with a floral pattern is holding a sign. The sign has the text "The FUTURE is" written on it. The background is a blue, textured surface.

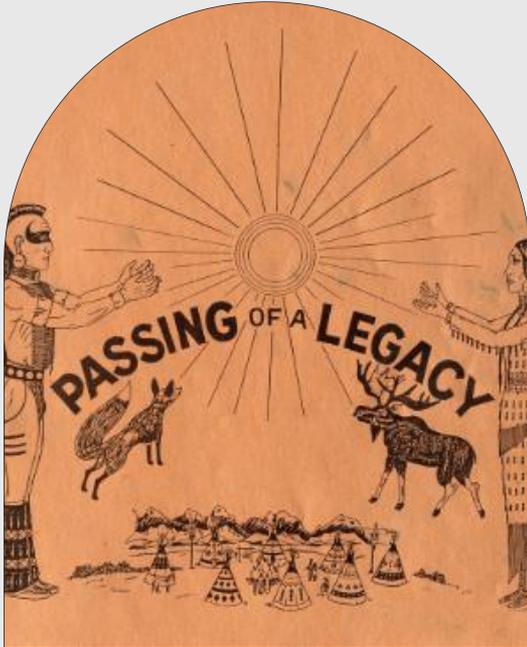
The FUTURE is

TRC 94

There are 12 Calls to Action Related to Reconciliation (#6-#12, #62-#66).
0 of these have been completed.

Meant for classrooms. But educators too, can you answer all of these questions?

Examples



Could you teach this?

- comparative religious studies, which must include a segment on Aboriginal spiritual beliefs
- Indigenous knowledge and teaching methods
- age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada

Call #63.4 "Identifying teacher-training needs relating to the above"



03

Where are
we instead?

State of Ed.

In some ways, the gaps are bigger than ever before.

The pandemic has made apparent, and stretched gaps across the sector. I think a lot of people are unclear of what we're moving towards. (Going back? Making new 'normals'? Something wildly different?)

Hostility from Government

As education is under attack across Canada, we know that those in the education sector are working on getting by. This halts generative building.

Ongoing Resistance

I have consistently seen resistance at the micro levels, even when the macro changes fail us. This is beautiful, but doesn't mean we're not limited.



04

— Decolonization —

We can (and must) go
further than the TRC.

Recognize these?



Physical Space

“Outdoor education” is
“Land-based learning”



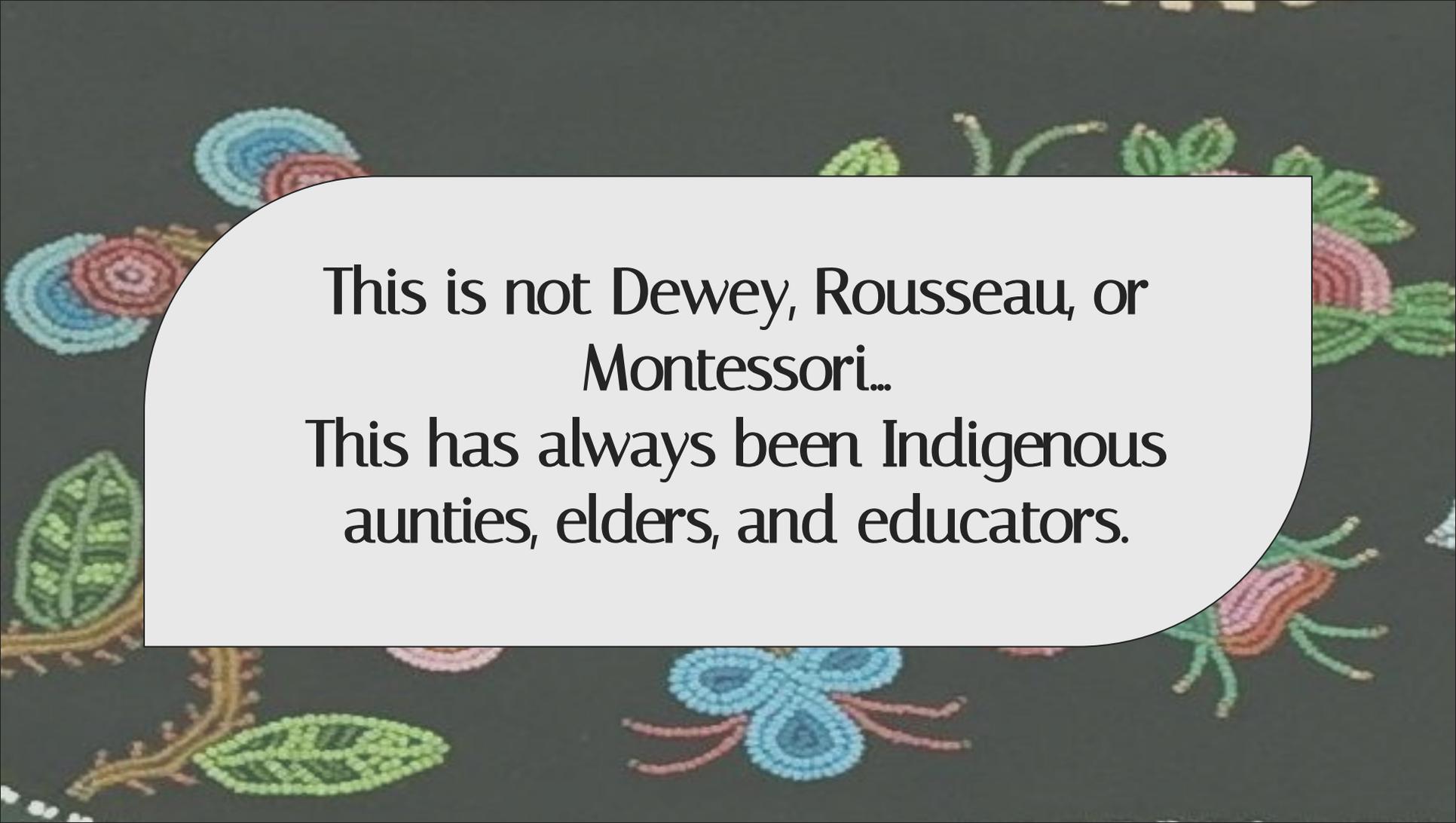
Creation and Evaluation

A push away from
standardization and towards more
self-directed learning where
success looks different for each
student’s needs



Community Education

More than single teachers
being responsible for the
education and care of
young people.



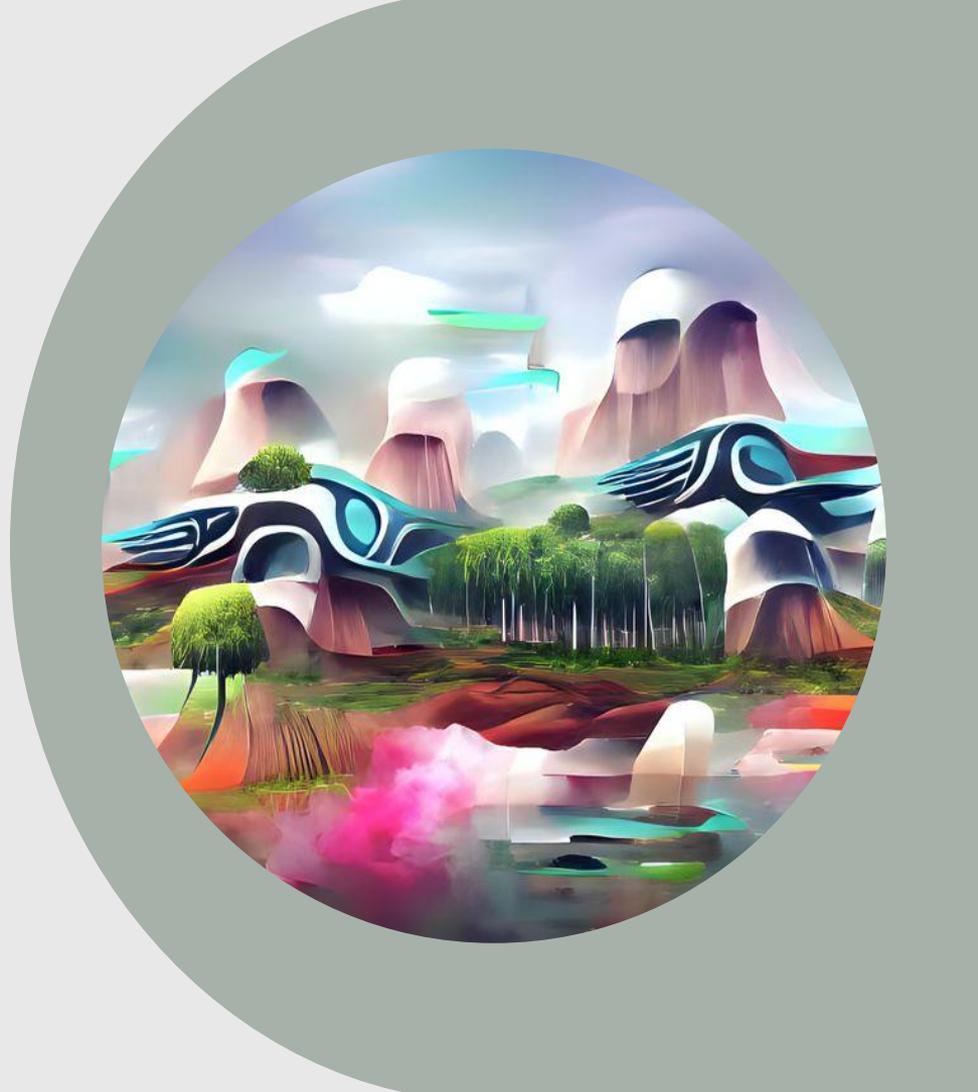
This is not Dewey, Rousseau, or
Montessori...

This has always been Indigenous
aunties, elders, and educators.

05

Indigenous Futures for education

They are futures for ALL.





“(Indigenous futurism is) the *practice* of imagining all that could have been if it were not for the interruption of colonialism.”

—Erica Violet Lee

— Bridging the best of different worlds —

We are not stuck in the past

Adaptability, as well as
tradition are our strengths.

These are lessons we NEED
to teach the next generations.



Make it more!

When we adapt/adopt, we
make something new and
more.



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What might this look like in education?

Digital technology.

Cultural exchange.

Teaching for different types of changing
worlds.

06

Our Role

What can and should we
all be doing?





There are questions we can and must ask ourselves.

Checklist:

- Can I accept hard truths?
 - “I am a beneficiary of colonialism”.
 - “I can and will uphold colonialism in my life”.
- Are you willing to sacrifice your (and your families, friends’, etc.) place on the social and political hierarchies colonialism affords you— in service of anti-colonialism?
- Am I able to enter relationships with Indigenous people doing this work with humility and grace?
- Do I truly believe radical, transformative change towards Indigenous futurity is possible?

What your practice should look like

The next step: Ask, “who am I”?

What roles can you take up?

- Substantially supporting Indigenous liberationists and activists.



-
- Countering and challenging colonial expectations in my personal, professional, social life.
 - Leaving where work cannot be done.

Can you think of how you could implement these principles?
