

# TRUTH & RECONCILIATION IN THE CLASSROOM

Facilitated By:



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FNMIEAO

First Nations, Métis & Inuit Education Association of Ontario

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# LEARNING GOALS

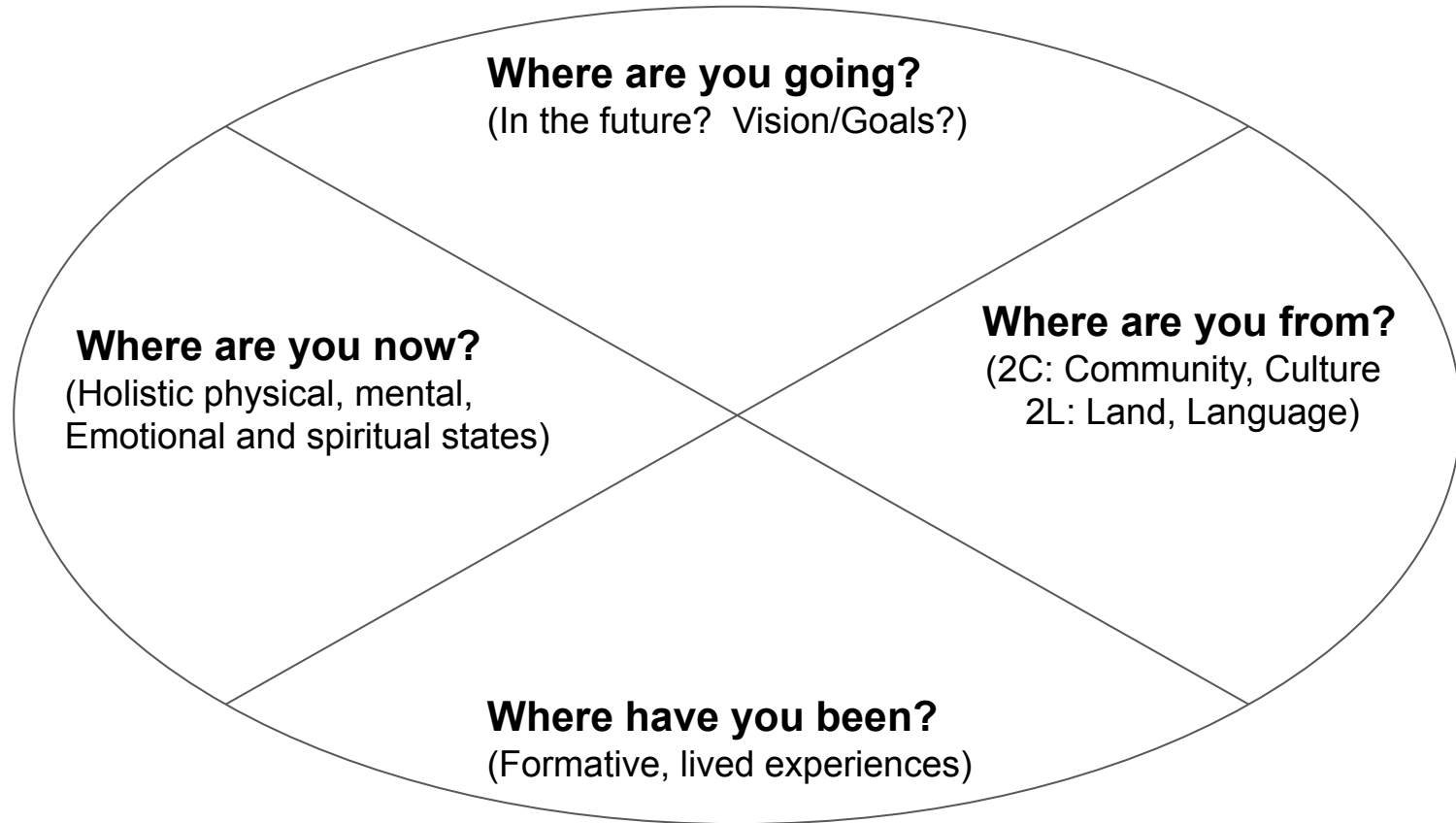
During this webinar we will...

- ✓ Explore our new resource: Truth and Reconciliation in the Classroom in order to support teachers with the implementation of Indigenous peoples' histories, perspectives and contributions within the Ontario curriculum
- ✓ Provide examples of how to use this resource in online classrooms

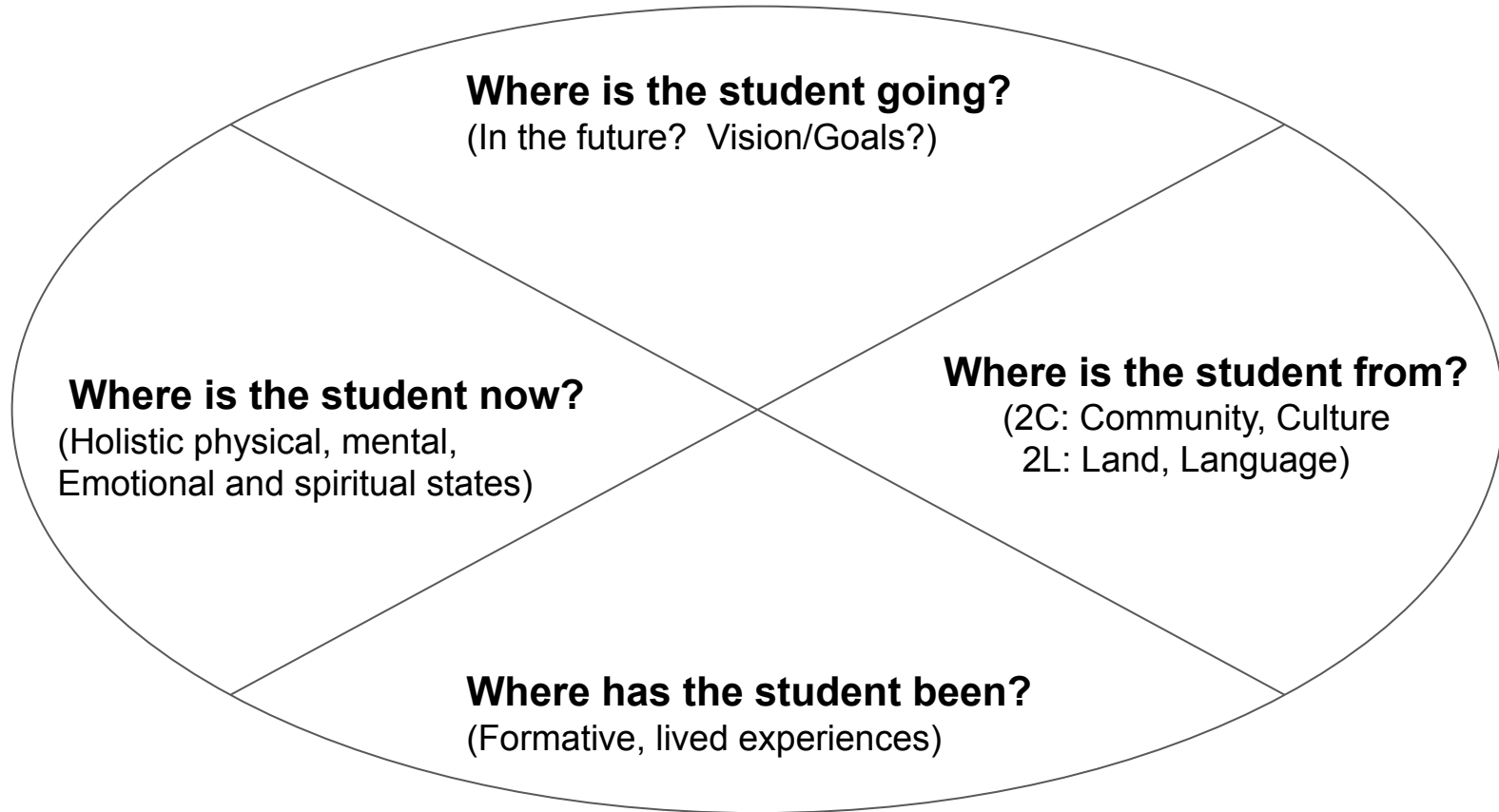
I am from...



# Indigenous Knowledge Identity Circle: Self



# Indigenous Knowledge Identity Circle: Student





# FNMIEAO

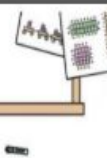
First Nations, Métis & Inuit Education Association of Ontario



**Dufferin-Peel  
Catholic District  
School Board**



Mathematics Knowledge Network  
Réseau de connaissances en mathématiques





# FNMIEAO

First Nations, Métis & Inuit Education Association of Ontario

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Our purpose is to support and promote the provision of quality education on histories, worldviews, and knowledge systems that is rooted in the experiences and perspectives of First Nations, Métis and Inuit Peoples.

**WWW.FNMIEAO.COM**

# Elders Advisory Council



## Elders Council Statement

As Indigenous Peoples, we are distinct peoples, who come from self-determining Nations.

We are resilient and strong peoples who are connected to our lands and languages. Our civilizations are complex and sophisticated. Our knowledge systems have a significant contribution to make in education. Our worldview can enhance and support all those who work and learn in the education system to live in a good way for the benefit of our future generations.

We are the guardians and interpreters of our ways of life, customary practices and knowledge systems to which we have the right to exercise, control and protect on our lands and territories.

The **United Nations Declaration on the Rights of Indigenous Peoples** will serve as the framework for reconciliation in education.

*"The Declaration is a comprehensive statement addressing the human rights of indigenous peoples. The document emphasizes the rights of indigenous peoples to live in dignity, to maintain and strengthen their own institutions, cultures and traditions and to pursue their self-determined development, in keeping with their own needs and aspirations."*

[https://www.un.org/esa/socdev/unpfii/documents/faq\\_drips\\_en.pdf](https://www.un.org/esa/socdev/unpfii/documents/faq_drips_en.pdf)

## Elders Council Responsibilities

- Advise the FNMIEAO council on any matters of the association
- Provide guidance and support in achieving the overall goals of the association
- Support the association in identifying short-term and long-term priorities in education to be addressed

INAAKNIGEWIN



# INAAKNIGEWIN

## Our Sacred Agreement with Mother Earth



### Commentary by:

Isaac Murdoch - Serpent River First Nation  
Jerry Otowadjiwan - Wikwemikong Unceded First Nation

Produced by: Project H.O.M.E.  
[www.helpingourmotherearth.com](http://www.helpingourmotherearth.com)

<https://www.youtube.com/watch?v=cneRed5qW50>

# Connections...





**FNMIEAO**  
First Nations, Métis &  
Inuit Education  
Association of Ontario

in  
collaboration  
with



**4 Seasons of Reconciliation**  
www.ReconciliationEducation.ca

## TRUTH & RECONCILIATION CLASSROOM RESOURCE

Students will be exposed to Indigenous ways of knowing, doing and being by examining both past and present ways of life in order to deepen their appreciation of how these key aspects can enhance their own understanding of their relationship to Indigenous Peoples.

DEPONIBLE EN FRANÇAIS



### RESOURCE INCLUDES



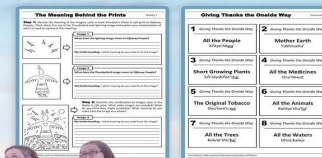
- \* Extensive online library of short videos
- \* Lessons & activities for each video
- \* Indigenous authors & community-based approaches provide authentic voices



### 4 FIRST NATION COMMUNITIES

OJIBWAYS OF ONIGAMING • KITCHENUHMAYKOOSIB INNINUWUG • CHAPLEAU CREE • ONEIDA OF THE THAMES

Videos have activities and guiding questions for the teacher within the activity guide prompting further inquiry or can be used as is suggested in the guide.



**TO ACCESS:** [www.fnmieao.com/resources/trc-resources.php](http://www.fnmieao.com/resources/trc-resources.php)

## **BEFORE ENGAGING WITH INDIGENOUS KNOWLEDGE CONSIDER...**

Are there Indigenous fluent language speakers involved?

Does it tokenize or minimize the significance of Indigenous Knowledge?

Does it present Indigenous Knowledge as 'simplistic'?  
(e.g., reducing complex knowledge systems to "crafts")

Are there Indigenous communities/people that view the content or  
context offensive? (e.g. could a teacher be confronted for  
appropriating Indigenous knowledge)

Is there an Elder or Knowledge Keeper facilitating the Indigenous  
Knowledge component of the learning?

Does the Elder or Knowledge Keeper have lived experience within their  
community?

Does it represent a wide variety of Indigenous peoples, diversity of  
knowledge or does it essentialize people and knowledge?

Has a relationship been developed with the local Indigenous community?

Was permission given to incorporate or utilize the knowledge?

Has the source of knowledge been cited and the community from which  
it comes been disclosed?

Are Indigenous people involved throughout the entire project?

How does the project involve reciprocity?

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## CONTACT

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