

Resources & Guides

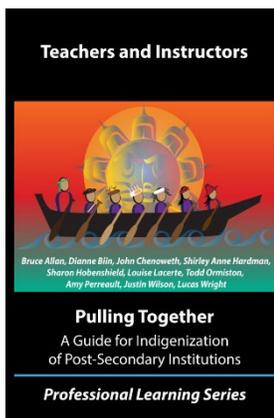
[B.C. Campus: Indigenous Resources for Educators](#)

[Pulling Together: Foundations Guide](#)



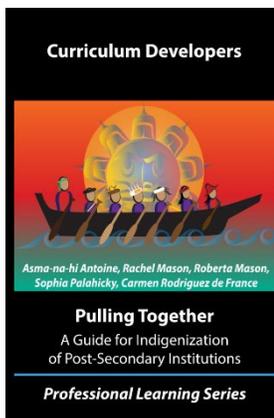
The *Foundations Guide* is part of an open professional learning series developed for staff across post-secondary institutions in British Columbia. These guides are the result of the Indigenization Project, a collaboration between BCcampus and the Ministry of Advanced Education, Skills and Training. The project was supported by a steering committee of Indigenous education leaders from BC universities, colleges, and institutes, the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, and Métis Nation BC. The Foundations Guide explores Indigenous-Canadian relationships from contact to the present. This guide looks at the diversity of Indigenous Peoples and the historical and contemporary realities since contact. You can use the guide to: increase your awareness of Indigenous People, our histories, decolonization, and reconciliation, enhance your knowledge of how Indigenous history and realities in Canada affect relationships, and how this may influence how you work with Indigenous people and colleagues in post-secondary education.

[Pulling Together: A Guide for Teachers and Instructors](#)



The *Guide for Teachers and Instructors* explores how to Indigenize one's practice by building new relationships with Indigenous pedagogy and knowledge. Essentially, this guide mirrors the structure of curriculum design and pedagogical processes to support learning by focusing on three processes: content, context, and application. Content acts as prior knowledge bridges and explores how we got here today. Context grounds you to recognize, respect, and honour Indigenous worldviews and suggests ways to invite them into your classroom and practice. The application encourages movement forward by providing tangible ideas and next steps for Indigenization. This guide can be used as part of a learning community or in a group learning experience, adapting and augmenting it to include Indigenization pathways at your institution for Indigenous students and communities.

[Pulling Together: Curriculum Developers' Guide](#)



The *Curriculum Developers' Guide* explores Indigenous-Canadian relationships from contact to the present. This guide looks at the diversity of Indigenous Peoples and the historical and contemporary realities since contact. You can use the guide to: increase your awareness of Indigenous People, our histories, decolonization, and reconciliation and enhance your knowledge of how Indigenous history and realities in Canada affect relationships and how this may influence how you work with Indigenous people and colleagues in post-secondary education. This guide can be used as part of a learning community or in a group learning experience, adapting and augmenting it to include Indigenization pathways at your institution for Indigenous students and communities.

[Knowing Home: Braiding Indigenous Science with Western Science, Book 1](#)

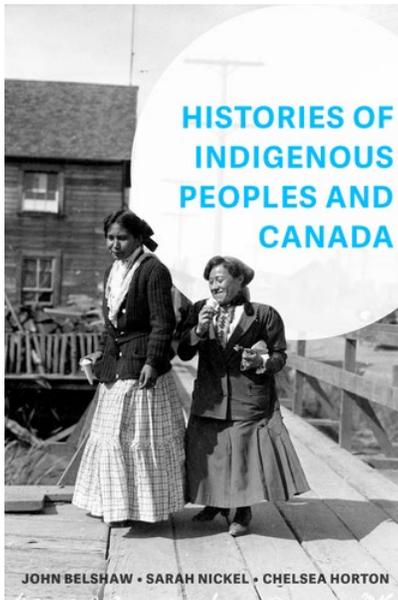


This book takes a step toward preserving and actively using the knowledge, stories, and lessons for today and future generations of time-proven approaches to sustaining both community and environment, of the rich legacy of Indigenous Science, with its wealth of environmental knowledge and the wisdom of previous generations. Book 1 provides an overview of why traditional knowledge and wisdom should be included in the science curriculum, a window into the science and technologies of the Indigenous peoples who live in Northwestern North America, Indigenous worldview, culturally responsive teaching strategies and curriculum models, and evaluative techniques. It is intended that the rich examples and cases, combined with the resources listed in the appendices, will enable teachers and students to explore Indigenous Science examples in the classroom and, in addition, support the development of culturally appropriate curriculum projects.



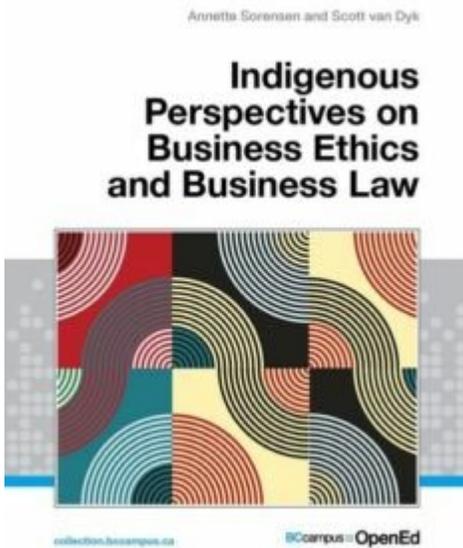
[Knowing Home: Braiding Indigenous Science with Western Science, Book 2](#)

Knowing Home attempts to capture the creative vision of Indigenous scientific knowledge and technology that is derived from an ecology of a home place. The traditional wisdom component of Indigenous Science—the values and ways of decision-making—assists humans in their relationship with each other, the land and water, and all of creation. Indigenous perspectives have the potential to give insight and guidance to the kind of environmental ethics and deep understanding that we must gain as we attempt to solve the increasingly complex problems of the 21st century. This book provides a window into the vast storehouse of innovations and technologies of the Indigenous peoples who live in Northwestern North America.



[Histories of Indigenous Peoples and Canada](#)

The preface introduces you to some of the practices and challenges of Indigenous history, focusing on the nature and quality of sources, innovative historical methodologies, and the leading historiographical trends (that is, what historians are thinking very broadly and what they have studied in the last decade or four). It turns, then, to histories of Indigenous peoples in the Western Hemisphere before ca. 1500. The twelve chapters that follow are arranged under three headings: Commerce and Allies, Engaging Colonialism, and Culture Crisis Change Challenge. And there is a thirteenth chapter that brings us deep enough into the twenty-first century to allow a visit with two of the most important recent developments in Canadian civic life: Idle No More and the Truth and Reconciliation Commission. Both of these processes arose from the failures of colonialism and the resilience of Indigenous communities. They reveal, therefore, as much about the history of Canada as they do about the historical experiences of Indigenous peoples.



[Indigenous Perspectives on Business Ethics and Business Law in British Columbia](#)

This book explores business ethics and business law through the lens of Indigenous-settler relations in Canada (with a focus on British Columbia in particular). It aims to fill a gap in business curriculum and support instructors who want to bring Indigenous content into their classes. The book starts by exploring relevant history, focusing on treaties, legislation, and federal government policy. It then looks at business ethics and what it means for businesses to work ethically with Indigenous communities. Finally, the book discusses business law and the requirements and responsibilities for businesses doing work on Indigenous lands.

[Braiding Knowledges Canada](#)-This website has a collection of resources on: Ethical spaces; Braiding knowledges; Two-Eyed seeing. There are links to free and paid courses, and practical guidance

[Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#).- The Declaration Act establishes the [United Nations Declaration on the Rights of Indigenous Peoples \(PDF, 150KB\)](#) (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's [Calls to Action](#).

The Declaration Act aims to create a path forward that respects the human rights of Indigenous Peoples while introducing better transparency and predictability in the work we do together.

[Decolonizing teaching, Indigenizing Learning - Curriculum Bundles](#) - These Curriculum Bundles have been assembled by Indigenous educators from around British Columbia, each focusing on a particular skill, resource, or place, and include:

- important background information for educators
- suggestions for working in respectful ways and with humility
- information on how to acknowledge sources
- how to invite community members in to help with student learning

They provide clear connections to the [First Peoples Principles of Learning](#), as well as **curricular connections** that consider as many subject areas and grade levels as possible.

[Decolonizing the Classroom: Is there space for Indigenous knowledge in academia?](#) This 46-minute CBC program explores various themes, including students' experiences in the classroom, the challenges facing Indigenization of the Academy, and the experiences of Indigenous academics.

[Decolonizing STEM](#) - This 40-minute video explores the following: Defining decolonization; Defining Indigenization; Types of Indigenization; Comparing Indigenous and Western knowledge; Indigenous worldviews; Core Indigenous values; Why decolonize STEM? What can I do? How can non-Indigenous people contribute?

[Facilitating Online Learning With the 5 R's](#) - This Open Educational Resource

[First Peoples Principles of Learning](#) - This set of learning principles specific to First Peoples was articulated by Indigenous Elders, scholars, and knowledge keepers to guide the development of the curriculum and teaching of an English First Peoples course. These Principles represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies. It must be recognized that they do not capture the full reality of the approach used in any single First Peoples' society.

[Four Directions Teaching](#)-This website includes resources on Indigenous approaches to teaching. There are different resources for different levels and coming from a variety of Indigenous perspectives. Although the Teacher Resource Kit is aimed at grades 1-12, it's worth taking a look at in terms of ideas/approaches that could be adapted for higher levels of learning.

[Gesturing Towards Decolonial Futures](#) - This website houses a collection of pedagogical resources created through an arts/research collective.

[Indigenous Canada](#) - For those interested in developing their indigenous cultural fluency, this free course available through the University of Alberta is a 12-lesson Massive Open Online Course (MOOC) from the Faculty of Native Studies that explores Indigenous histories and contemporary issues in Canada. From an Indigenous perspective, this course explores key issues facing Indigenous peoples today from a historical and critical perspective, highlighting national and local Indigenous-settler relations.

[Indigenous Corporate Training](#)- This website has various resources, both paid and unpaid, including a list of free e-books.

[Indigenous Digital Literacies](#)- This Open Educational Resource explores the following themes:

1. [Module 1: Ethical and Legal Considerations](#)
2. [Module 2: Communication and Collaboration](#)
3. [Module 3: Creation and Curation](#)

4. [Module 4: Information Literacy](#)
5. [Module 5: Technology Supports](#)
6. [Module 6: Digital Scholarship](#)
7. [Module 7: Digital Well-being](#)
8. [Module 8: Community-based Learning](#)

[Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Versions for Indigenizing the Academy](#)- In this article, the researchers analyze the three distinct visions for an academic future of each vision of indigenization.

[Indigenous Ways of Knowing Terminology](#) - Sometimes the vocabulary we use around Indigenization changes, and it's important that we stay current in the language we use.

[Indigenizing Post-Secondary Education](#) - This 16-minute video includes post-secondary students at Conestoga College (Ontario) sharing their stories about how to understand and incorporate Indigenous content into classroom learning.

[Learning to Read the World Through Other Eyes.pdf](#) - This resource offers a theoretical framework and methodology to support educators to read the cultural logics (systems of meaning and representation) of specific indigenous groups in relation to concepts related to the agenda for international development (e.g., development, poverty eradication, equality, education, etc.). This cross-cultural exercise invites learners to examine the origins of their own perceptions and cultural logics (their values and assumptions), to develop self-reflexivity, to re-evaluate their own positions in the global context, and to learn from other local ways of knowing and seeing."

[National Centre for Truth and Reconciliation](#) - "The National Centre for Truth and Reconciliation (NCTR) is a place of learning and dialogue where the truths of Residential School Survivors, families and communities are honoured and kept safe for future generations."

[Post-Secondary Experience of Indigenous Students Following the Truth & Reconciliation Commission](#) - In July and August of 2018, Indspire sent a survey to 2000 First Nation, Inuit, and Métis students enrolled in post-secondary programs across Canada, asking them to share their insights and perspective on how the Calls to Action (Calls) released by the Truth and Reconciliation Commission (TRC) in 2015 had affected their educational experience.

[Stop Talking](#) - This book " invites you to go beyond your ordinary way of thinking and reconsider what you may have taken to be the way things are. You might think freshly about the purpose of education and reconsider the meaning of academic freedom in a world so culturally constrained. You might reconnect with the relationships that sustain our mutual lives: relationships with other human beings, creatures, and growing things, with the air we breathe, and with the natural world around and beneath us. Perhaps that sense of connection will inform your teaching practices in fresh and meaningful ways."

[The 5 R's Model - Integrating Indigenous Pedagogies into eLearning Design](#) - This UBC website offers guidance and resources on approaches to Indigenizing teaching.

[Towards Braiding](#) - This book, "test[s] different framings for the distinct sensibilities involved in the highly charged context of settler-Indigenous relations," through conversations with Indigenous and non-Indigenous artists, scholars, and communities.

[Toward a Decolonizing Pedagogy.pdf](#) - This guide, along with the accompanying video below, gives instructors background information about the colonial nature of university curriculum, along with practical tools to support instructors in moving toward a decolonizing pedagogy.

[The Truth & Reconciliation Commission of Canada: Calls to Action](#) - particularly those focused on education (Calls to Action 6–12 and 62–65).

[Truth and Reconciliation Through Education: Stories of Decolonizing Practices](#) - "This book invites educators, broadly defined, into a conversation about truth and reconciliation through education. Section I contains useful chapters on program design and concepts, while Section II presents a collection of inspirational and thought-provoking personal reflections from Indigenous and non-Indigenous educators who have taken deliberate, active roles in responding to the TRC's Calls to Action."

[Understanding Indigenous Perspectives](#) - This set of [learning modules](#) has been created to support and inspire educators and future teachers to gain a deeper understanding of Indigenous perspectives and an appreciation of how Indigenous knowledge and worldviews can assist all learners in their educational journey. The goal of the modules is to provide an introductory grounding to key issues affecting Indigenous people in Canada as a foundation for further and deeper learning.

[United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) - UNDRIP is a comprehensive international instrument setting minimum standards for the survival, dignity, and well-being of Indigenous peoples worldwide, covering rights to self-determination, culture, identity, and lands.

[Wayi Wah! Indigenous Pedagogies: An ACT for Reconciliation and Anti-Racist Education](#) - "How can Indigenous knowledge systems inform our teaching practices and enhance education? How do we create an education system that embodies an anti-racist approach and equity for all learners? This powerful and engaging resource is for non-Indigenous educators who want to learn more, are new to these conversations, or want to deepen their learning."

[Weaving Ways of Knowing for the Environment](#) - This website has been created, "as a platform for learning, knowledge sharing, collaborating, and capacity building for both Indigenous and non-Indigenous environmental professionals interested in weaving knowledge systems in their environmental work."

[What I Learned in Class Today: Aboriginal Issues in the Classroom](#) - This 20-minute video was created through a research project that explored difficult discussions of Aboriginal issues that take place in classrooms at the University of British Columbia. The video records of their experiences provide a way to think about developing more functional approaches and environments for discussion about issues for Indigenous students and for all classrooms.