
DEHCHO REGION

INDIGENIZE AND DECOLONIZE

LIIDLII KUE FIRST NATION

TREATY 11 JULY 13, 1921



The Land

In their relationship with the Land, students are expected to, with the aid of the Dene Language:

- Enjoy the Land.
- Become capable on the Land.
 - Understand the Land.
- Appreciate and respect the Land.
- Be familiar with the Dene history of the Land.

The Self

In their relationship with Themselves, students are expected to, with the aid of the Dene Language:

- Work to maintain integrity in their relationships.
- Know and respect themselves.
- Maintain humility.
- Be aware of how one's behaviour affects others.

The People

In their relationship with Other People, students are expected to, with the aid of the Dene Language:

- Learn from and respect their Elders.
 - Be generous to others.
- Work with others putting group needs before personal needs
 - Accept and enjoy others.
- Know the traditional relationships and changes in these over time.
 - Recognize similarities and differences between Dene and others.

The Spiritual World

In their relationship with the Spiritual World, students are expected to, with the aid of the Dene Language:

- Recognize powers greater than themselves.
- Recognize what is spiritual in the world around them.
- Appreciate and respect the spiritual forces.
- Recognize and develop their personal spirituality.



Ways to Indigenize and decolonize educational programs and workplaces.


Under Employee Success the objectives specific to Indigenization include:

- Increase completion rates of Indigenous students by enhancing services and academic supports for indigenous employees and students.
- Embed Indigenous practices, ideas and principles in our educational pursuits.

Indicators of Success:

- Increased Indigenization in each Institutional facility and employee workplace.
- Increased Educational programming partnerships and collaborations with First Nations of Canada.
- Increased number of Indigenous learning spaces.

This document was designed to support employee and employers toward the goals of Indigenization. This document was designed to address not only the definition of Indigenization, but the objectives set forth in the GNWT's strategic plan. Indigenization must be understood and implemented as working toward the "transformation of the workplaces and educational institutions".




Below are Ways to begin discussion and action with your colleagues. This list is not exhaustive and is informed by both the theory and practice of Indigenizing and decolonizing the workplaces and Educational Institutions.

Indigenization & Decolonization: For Governments, Boards and Councils.

1. Review and consider the implications of the UN Declaration on the Rights of Indigenous Peoples
2. Review and implement Canada Principles on Indigenous Education (Jordan Principal)
3. Review and consider how to implement the recommendations posed by the TRC.
4. Recognize that exploring Indigenous knowledges in the academy serves the purpose of academic decolonization

Indigenization & Decolonization: For CEO's, District Managers, Superintendents

5. Review the local First Nation strategic plans with consent and develop internal policies to better relationships.
6. Review and consider how to enhance your Departments relationships with local First Nation.
7. Review the definition of Indigenization on the GNWT and Canada website.
8. Promote the inclusion of diverse parties in the process of policy or program reform (i.e. local Indigenous educators, Elders, colleagues from FN Office, Indigenous Leadership, and community members) – addressing governance early on may ensure that policy and programs reform reflects the priorities, interests, concerns and experiences of local Indigenous peoples

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09. Recruit and retain more Indigenous Educators, Leaders and role models.
 10. Develop plans to recruit and retain Indigenous graduate students in your field.
 11. Consider cross-appointments to build capacity in other areas as well. (job shadowing).
 12. Provide time to individual Departments who are working to revise program offerings and Policies.
 13. Broadening processes related to performance evaluation.
 14. Recognize and respect Elders, Knowledge holders and employees who fulfill important roles.
 15. Create opportunities for dialogue on how to imagine and envision Indigenous presence in the workplace.
 16. Create physical spaces that reflect Indigenous people's histories, contributions, languages and diversities. Review and develop signage, bulletin boards, and promotional materials for inclusion of diverse employees.
 17. Review your academic program and Policies. Consider how Indigenous programs are administered and delivered through the structures of Governments and Schools.
 18. As a Facilitator or Administrator begin to develop a scope and sequence for indigenous content.
 19. Develop an advisory circle within your Department to imagine and guide the implementation process.
 20. Develop and sustain programmatic approaches to the inclusion of Indigenous knowledges.
 21. Institute a policy response on integrating Indigenous knowledges.

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22. Prepare a Company or Departmental response to allegations that Indigenous content somehow diminishes the perception of a quality higher education.
 23. Collaborate with Indigenous Leaders at FN Offices to review program or policy plans.
 24. Consider how to structure recruitment efforts by developing cohorts of Indigenous learners for both undergraduate and graduate programming.
 25. Re-write your Human Resource Criteria Document to reflect evolving priorities in teaching and learning.
 26. Undertake an Indigenous Awareness Workshop or self-study on efforts to Indigenize.
 27. Celebrate and honour Indigenous alumni, Elders, Leaders and Ceremonies.
 28. Invite Indigenous scholars to present to learners in your workplace or program.
 29. Invite Indigenous scholars in your field to Skype to company meeting for the purposes of workplace development
 30. Nominate Indigenous scholars for recognition and awards in your field.
 31. As a Government Department, review progress towards Indigenizing training programs annually.
 32. Seek out sessional and term hires who have experience in Indigenizing teaching.
 33. Promote and provide in-service on Indigenizing your teaching practices with sessional and term hires

Indigenization & Decolonization: For Faculty

34. Utilize the local protocol norms (offering of a gift) in your relationships with Indigenous knowledge keepers.


35. Work with HR and Financial Services to ensure that you follow the policies and practices supportive of respectful relationships with Elders and Traditional Knowledge Keepers (honorarium).

36. Recognize that “a reorientation of post-secondary education to accept, incorporate, and improve Indigenous knowledges and sciences in their community services, education and research may require substantial redesign of workplace protocols and rules” Be prepared to inform policy reform.

37. Through your relationships with Indigenous scholars, elders and community-based partners begin to design courses reflective of Indigenous customs. “Indigenous programs should to some degree reflect approaches to Protocols preferred by Indigenous persons and encouraged by Indigenous cultural traditions...Indigenous values and ways of being”

38. Some courses should be required of all learners (avoid academic ghettos) these courses would take up topics associated with settler-Indigenous relations, treaty responsibilities, and actions aimed at reconciliation. This is shared work: not just the work of Indigenous peoples.

39. Indigenous peoples seek skills, knowledge and experiences which will support their leadership toward community resiliency and nationhood. Some courses need to be designed specifically for Indigenous learners to gain a deeper understanding of the theory and practice of Indigenous knowledges and the implications for these in their field of study.



40. Indigenous learners are here to learn. Expecting them to fill in the curricular gaps by addressing Indigenous issues is an unfair burden that is not shared with other learners; nor do they get “extra credit” for doing so. You must be the catalyst. You are in the position of power in the workplace; if you are ill-prepared to bring forth Indigenous topics, and then utilize your material and human resources to do it with you.

41. Governments must consider the ways in which they promote courses currently offered at Educational Facilities and must avoid duplication of course delivery.

42. Recognize Treaty 8 and 11 territory in your opening remarks to your employees and in your course outlines and other resources; recognize that the First Nation Offices also offers programs in Treaty 8 or 11 territory

43. Name the Dene, Cree, peoples of Treaty 8 and 11 territory in your opening remarks to delegates.

44. Recognize and name the historically Dene communities in your region.

45. Identify existing practices and courses within your department with indigenous content.

46. Review course calendar for the order and listing of electives; ensure that an Indigenous awareness course is listed; privilege Indigenous course options at the front of the list of electives.

47. Review individual course outlines for Indigenous content and scholars.

48. Seek out and review the scholarship of Indigenous peoples in your field.

49. Review Indigenous Awareness program area for possible cross-references courses with other departments.

50. Recognize that Indigenizing our teaching is not just about culturally relevant teaching; Indigenizing our teaching aims to challenge the dominant narratives about our collective histories, contemporary aspirations and challenges. Indigenizing our teaching is also about supporting Indigenous peoples and communities' goals for the self-determination and sovereignty.

51. Consider how you are taking up social justice issues in your courses. Consider how you address Treaty relationships, the history of colonization in Canada, land use and development, Indigenous sovereignty, residential school histories and recommendations aimed at reconciliation (TRC)., Missing & Murdered Indigenous Women and other matters.

52. Be flexible enough to take up emerging local Indigenous issues as they arise.

53. Visit an Indigenous community.

54. Require employees to conduct a review of literature on a topic specific to Indigenous peoples.

55. Critically exam colonization and its effects.

56. Deconstruct the construct of racism.


57. Deconstruct the neutrality of whiteness.

58. Practice challenging notions of colorblindness and meritocracy.

59. Practice challenging notions that “it all happened a long time ago, get over it”.

60. Identify, name and work to correct White dominance in the training design, intended outcomes and resource material selection.

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61. “But I teach other people too” - Folks often think that Indigenizing their teaching will somehow detract from addressing the needs of other diverse learners. Too often, dominant group members want to fall back onto discourses of multiculturalism as a way of practicing curricular inclusion. St. Denis (2011) explains that discourses of multiculturalism undermine Indigenous sovereignty. She asserts that some Indigenous peoples believe that multiculturalism serves as a form of on-going colonialism.
 62. Recognize that new Canadians and visiting students quickly adopt the dominant views about Indigenous peoples. Deconstruct with learners the implications for this ongoing alignment with dominance.
 63. Explore diverse Indigenous people's voices (Dene, Inuit, Métis, Bi-racial, LGBT, global and local) in your readings and other resource selections.
 64. Co-teach courses with other department members to build capacity within workplaces.
 65. Co-teach courses with Indigenous people from outside the community; consider alumni, local professionals, and Indigenous community members and others.
 66. Consider moving away from lecture style course delivery to classroom design that encourages dialogue (circle format; small table groupings; and other approaches).
 67. Anticipate and prepare responses to racism.
 68. Actively challenge racism, Eurocentrism and dominant assumptions of knowledge, voice, quality and delivery of educational programs.
 69. Identify the long-term benefits of Indigenization with for you/your learners, the program, and your profession

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70. Identify institutional and professional association barriers to the inclusion of Indigenous content; actively work to name and correct the barriers.
 71. Prepare responses to student questions about the level of Indigenous content (Learners will often complain - “there’s too much Indigenous content”)
 72. Disrupt the dominant idea of deficit thinking directed toward Indigenous learners.
 73. Disrupt the idea that Indigenous ways of knowing are subordinate to dominant ways of knowing.
 74. Ask the Executive Lead or a colleague to provide an external review of a course.
 75. Create a list of resources people that could work with you as guest lecturers including the names of local traditional knowledge keepers and Elders, businesspeople and leaders.
 76. Develop a list of material resource to share throughout the workshop.
 77. Consider off workplace delivery and land-based learning.
 78. Consider the role that volunteering, and community service can play in building cultural competency with your employees.
 79. Consider the role that elders, and traditional knowledge keepers can play in workplace reform and delivery.
 80. Consider arts based and non-dominant forms of demonstrating understanding including re-storying, photo essay, performance, reflective writing etc.

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81. Name the dominant worldview; make visible non-dominant worldviews and work toward what refers to as “synthesizing knowledges”.
 82. Consider the role that ceremony may play in your training course design, and department norms.
 83. Consider offering training programs in off-campus locations (ie: introductory courses being taught on the land in a traditional setting).
 84. Use the new names for the residence buildings when describing places on projects.
 85. Initiate political actions in support of greater levels of academic decolonization (submissions or recommendations to Government administration, local and federal political bodies).
 86. Reward and recognize efforts aimed at decolonizing curriculum – tell your stories; promote departmental initiatives through the website or through media.
 87. Recognize and respect that Indigenous scholarship is based on “relational capital” that needs to be recognized within tenure and promotion practices.
 88. Create an updated list of training courses which have been Indigenized for your employees.
 89. Advocate for scholarly focus on Indigenization efforts in conference planning and academic societies.
 90. Give thanks that we are taking seriously this opportunity to work toward reconciliation.