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1. GUIDING PRINCIPLES

- 1.1 The Winnipeg School Division (WSD) is committed to an educational philosophy that recognizes the fundamental equality of people of all origins, abilities, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic background or status, religion or spirituality, family status, mental and physical abilities, physical features, including body size and shape, intelligence or ability, learning preferences, ancestry or place of birth, first language or mother tongue.
- 1.2 In recognition of the significant contributions that Indigenous people have made in the development of Canada, the Board of Trustees acknowledges that our schools and administrative buildings are located on Treaty One Land, the traditional lands of the First Nations people as well as the traditional homeland of the Metis Nation.
- 1.3 WSD shall strive to support curricula that integrates Indigenous perspectives for the benefit of all students. This includes work on Restoring Relationships to support Indigenous Ways of Knowing and Learning.
- 1.4 WSD shall support the delivery and development of programs and services that enhance and encourage all staff, students, parents and members of the school community to be engaged in learning that integrates Indigenous Ways of Knowing and perspectives in relation to historical information, health and wellness, languages, arts and culture, teachings, protocols and traditions and Restoring Relationships.
- 1.5 WSD will support the creation of an education system that honours balance so each student, staff, parent, person or group within WSD feels their human presence is valued, important within the educational system and contributes to the potential to be successful learners.
- 1.6 WSD acknowledges the importance of:
 - a) Recognizing each child has gifts and strengths, which need to be nurtured.
 - b) Balance in our lives that is extended beyond the intellectual through our being to the development of the physical, mental, spiritual, and emotional parts of a holistic philosophy.
 - c) Balance in the learning process that involves students, parents/guardians, educators, and the community.
 - d) Understanding the reciprocal nature of teaching and learning in the life-long learning process that extends throughout development from childhood, youth, adulthood through to Knowledge Keeper.
 - e) Maintaining this balance in life is based on traditional teachings of Indigenous cultures.
 - f) The delivery of educational programs of high quality take into account a view of the whole child.
- 1.7 WSD shall provide opportunities for all students, parents and community to be engaged in learning that integrates facets of Indigenous Education where possible within the classroom, school and division activities and events.
- 1.8 WSD recognizes that it serves a diverse population and is committed to making education meaningful and responsive to, and inclusive of, the cultural diversity that characterizes the Canadian society.



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2. DEFINITIONS

- 2.1 Indigenous Peoples in Canada also known as First Nation, Metis or Inuit who are descendants of the original inhabitants of Canada.
- 2.2 Indigenous Community refers to the community within the jurisdiction of WSD that is composed of Indigenous parents/guardians, children and other representatives of Indigenous community.
- 2.3 Indigenous Awareness is the knowledge of the way of life, past and present, and ways of being and learning which include understanding, appreciation, and acknowledgment of Indigenous people.
- 2.4 In Canada, Indigenous Law refers to the legal traditions, customs, and practices of Indigenous peoples and groups.
- 2.5 "Indigenous Ways of Knowing" (IWK), refers to the traditions and culture of Indigenous people, typically historically oppressed by Western aggression and colonialism.
- 2.6 Traditional Knowledge refers to the knowledge, innovations and practices of Indigenous and local communities around the world. Developed from experience gained over the centuries and adapted to the local culture and environment, traditional knowledge is transmitted verbally from generation to generation.
- 2.7 Laws of Relationships refers to the foundational belief of Indigenous people of Manitoba that healthy relationships advocate for the education of all people and encourage understanding and living in accordance with the law of self, law of nature and the law of other.
- 2.8 Indigenous Relationships refers to the belief that every person is connected to every living entity on planet Earth.
- 2.9 World Views refers to the perspective of an individual or group on the past, present and future beliefs on the functioning of the universe.
- 2.10 Ways of Learning and Knowing (Look, Listen, Learn, Live) refers to the method of learning through visual, physical and aural learning.
- 2.11 Indigeneity refers to the quality of being Indigenous.
- 2.12 Cultural Competency is the development of knowledge, skill and confidence to integrate Indigenous perspectives into all aspects of educational endeavours.
- 2.13 Race Relations is the development in students of an understanding and respect for their own culture and historical heritage and for that of others.
- 2.14 Indigenous Languages are the ancestral languages of the Indigenous peoples.
- 2.15 Traditional teachings are an Indigenous cultural group's accumulated knowledge, skills and attitudes passed down from generation to generation for the well-being and survival of its people.
- 2.16 Spiritual Teachings are sacred laws received by the Spirit for the growth and harmony of all living things.
- 2.17 Indigenous Education is defined as the incorporation of Indigenous perspectives and philosophies in all curricular areas to inform all students of the past and contemporary lifestyles and histories of Indigenous peoples of Canada. Indigenous Education encompasses the rich traditions and values of the various Indigenous peoples and applies those concepts to relevant issues facing Indigenous children and youth today through the curriculum and cultural activities in positive student-centred learning experiences.



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- 2.18 Knowledge Keeper/Grandmother/Grandfather is recognized by the community as a leader in Indigenous culture and practices the Traditional Teachings.

3. SELF-IDENTIFICATION

- 3.1 All students and staff will be given the opportunity to voluntarily self-identify as a member of the First Nations, Metis or Inuit community.
- 3.2 In accordance with the Freedom of Information and Protection of Privacy Act, the collection of information by WSD is authorized under section 36 as the information relates directly to and is necessary for the delivery, monitoring and measuring of programs and services, including funding and policy development.
- 3.3 WSD will ensure that individual student information is confidential and maintained in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and/or Public Schools Act. Any release of individual student or staff information must be authorized under FIPPA and/or the Public Schools Act.

4. CURRICULUM

- 4.1 In accordance with Manitoba Education – Integrating Indigenous Perspectives in the curricula, WSD shall support Indigenous students by developing a positive self-identity through learning their own histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge. Students will also participate in a learning environment that will equip them with the knowledge and skills needed to participate more fully in the unique civic and cultural realities of their communities.
- 4.2 In accordance with Manitoba Education – Integrating Indigenous Perspectives in the curricula, WSD shall support non-Indigenous students by developing an understanding and respect for the histories, cultures, traditional values, contemporary lifestyles, and traditional knowledge of Indigenous peoples. Students will also participate in our shared histories as Canadian people.
- 4.3 WSD supports the Western Northern Canadian Protocol (adapted version) to assist and support the endeavors of Indigenous Education.
- 4.4 WSD is committed to Indigenous Education and supports an education program that is integrated with Indigenous knowledge and practice across the curricula. WSD will include Indigenous representation in the development of curricula.
- 4.5 WSD shall strive towards strengthening and enhancing Indigenous Education through Curriculum integration program development and learning opportunities for Indigenous and non-Indigenous students, teachers, staff and administrators.
- 4.6 WSD shall incorporate many Indigenous Education teaching units and materials to help teachers bring Indigenous perspectives into classrooms in all schools across WSD.
- 4.7 WSD shall provide on-going support to ensure that Indigenous perspectives, including the factual information about the histories of Indigenous people, their cultures, languages, and contemporary diversity of lifestyles are integrated throughout the curricula.
- 4.8 WSD will continue to develop, support, coordinate and enhance existing initiatives in Indigenous Education.



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5. RESTORING RELATIONSHIPS

- 5.1 Students and staff will recognize within the foundational beliefs of Indigenous people of Manitoba the concept of Relationship is fundamental to each and every living entity on planet Earth.
- 5.2 WSD will support and acknowledge the Indigenous Ways of Knowing and living, which has been eroded by the creation of human legislation, policies and laws.
- 5.3 Students shall learn the following four eras of time:
- i) Natural Laws - All My Relations – Everything living was related to each other
 - ii) Human Laws - Justifying the Law of Discovery – Breaking these Relationships
 - iii) Exploring and Identifying the Broken Relationships and Laws
 - iv) Healing and Restoring Broken Relationships and Laws
- 5.4 Students will develop an understanding of the renaming of this policy from Aboriginal to Indigenous within these following three laws:
- The Law of Self;
 - The Law of Nature; and
 - The Law of Other.
- 5.5 The four Grandfather/Grandmother pillars of relationship shall recognize the importance of relationship of LAND, LIFE, LANGUAGE, LEARNING as mainstays of Indigenous pre-contact living. These four Grandfather/Grandmother pillars will serve to guide WSD work in Indigenous Education.
- 5.6 Students shall learn the history of North America and develop an understanding of the Land Treaties of Canada and the homeland of the Metis Nation.

6. WSD PRIORITIES

- 6.1 The following priorities provide the parameters for the work in Indigenous Education within WSD. Each priority will serve as an entry to additional information for each of the priorities.
- 6.2 The priorities shall provide the parameters for the work in Indigenous Education within WSD:
- a) Laws of Relationships
 - b) Indigenous Education
 - c) Indigenous Ancestral Languages
 - d) Knowledge Keeper, Parental and Community Engagement
 - e) Teachers of Indigenous Education – Recruitment, Interviewing, Hiring
 - f) Training and Professional Development
 - g) Resources
 - h) Teaching

7. LAWS OF RELATIONSHIPS

- 7.1 WSD recognizes the importance of the Laws of Relationship as foundational to the beliefs of Indigenous people. As an institution of learning, WSD will be inclusive to all individuals.



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7.2 WSD will support healthy relationships amongst all and advocate for the education of all students, staff, parents and members of the community to acknowledge the Indigenous Laws, which encourage understanding and living; the Law of Self, the Law of Nature and the Law of Other. These three Laws encompass the value of how one sees themselves from within; how they view their place in the natural world and finally how one relates to other nations and life beings of the world.

7.3 Students shall learn the Indigenous Laws support the “Laws of Relationship” through priority areas such as Sustainability, Partnerships, Diversity and Inclusion.

8. KNOWLEDGE KEEPER/GRANDMOTHER/GRANDFATHER, PARENTAL AND COMMUNITY ENGAGEMENT

8.1 WSD has a role in “Restoring Relationships” in the future and recognizes the difficulty historical trauma has impacted the ability for Knowledge Keeper, Parent and Community to participate in engagement in the learning spaces of schools.

8.2 WSD supports the involvement of Knowledge Keepers, parents and members of the community in all schools.

8.3 School principals shall be responsible for developing strategies to ensure active and meaningful participation of Indigenous parents/guardians and community in the educational process based on mutual respect and understanding, creating a partnership that will result in education of high quality for all students.

8.4 All staff within WSD shall be responsible for developing strategies to ensure active and meaningful participation of Indigenous parents/guardians and community in the educational process based on mutual respect and understanding, creating a partnership that will result in the best education for all students.

9. INDIGENOUS SCHOOLS

9.1 WSD will ensure the integration of Indigenous values, languages, histories and cultures in all aspects of education at schools such as Niji Mahkwa and Children of the Earth High schools.

9.2 WSD shall provide additional resources for cultural and linguistic programs at both Niji Mahkwa and Children of the Earth schools and Cree and Ojibwe language programs.

9.3 WSD shall provide ongoing support for the development and preservation of the particular focus in Indigenous education including academic, cultural, linguistic and technological education offered at Niji Mahkwa and Children of the Earth schools.

9.4 WSD will include the integration of Indigenous values, languages, histories and cultures in all aspects of education at Niji Mahkwa and Children of the Earth High schools.

10. INDIGENOUS LANGUAGE PROGRAMS

10.1 In accordance with the Public Schools Act and Policy IGAL – Language Instruction, WSD will work cooperatively with staff, parents/guardians, and the community toward the continuation of Language of Instruction Programs (Bilingual up to 50% of class time) and Indigenous Language of Study Programs (Conversational from average of 20 – 30 minute per day).



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- 10.3 WSD is committed to offering and developing Indigenous language programs to ensure students can continue to practice their ancestral language.
- 10.4 WSD shall provide ongoing support for the development and preservation of Cree and Ojibwe Bilingual programming. WSD has continued to support for numerous language initiatives throughout the years recognizing the difficulties facing Indigenous Ancestral Language programming.
- 10.5 WSD shall ensure that instructional staff who are hired for language programs are qualified to speak and/or write in the language specified.

11. **ADULT EDUCATION**

- 11.1 WSD will continue to cooperate with the community to identify needs and establish culturally appropriate community-based adult education, which will include Indigenous histories, cultures, languages and literacy programs. The organizers shall be encouraged to avail themselves of the wide variety of Indigenous people and the community resources available in the delivery of these programs.

12. **EVALUATION AND ASSESSMENT**

- 12.1 WSD will continue to provide opportunities for students, staff, parents/guardians and the community to provide input in the ongoing evaluation and assessment of programs. The assessment of educational programs will take into consideration the philosophy and goals of Indigenous Education.
- 12.2 Within the parameters and expectations of Policy GCN – Performance Assessment for all employees in the Division, the performance assessment process for employees at the Cree and Ojibwe Bilingual Programs, at Niji Mahkwa and Children of the Earth High schools will also take into account the philosophy and goals of Indigenous Education.

13. **RESOURCES**

- 13.1 WSD recognizes there are areas within Indigenous education where resources are limited. There are some areas such as the ancestral languages where the development and production of resources may be created by WSD staff and maintained as the property of WSD.
- 13.2 WSD supports the review and assessment of literary, visual, auditory, video, film and human resources pertaining to Indigenous knowledge and languages, practices and ways of knowing. Resources shall be reviewed by the Director of Indigenous Education and the WSD Knowledge Keeper for appropriateness as well as those that will support work effectively.
- 13.3 Indigenous people and community resources will be utilized in the development and implementation of Indigenous awareness building and cultural competency capacity building programs for staff and students.

14. **RESPONSIBILITY**

14.1 Chief Superintendent/Chief Executive Officer

The Chief Superintendent/Chief Executive Officer shall be responsible for the implementation of the Indigenous Education policy.



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14.2 Director of Indigenous Education

The Director of Indigenous Education shall ensure that Indigenous Education provides and supports learning opportunities for all staff and students.

14.3 Indigenous Knowledge Keeper/Grandmother/Grandfather

The Indigenous Knowledge Keeper/Grandmother/Grandfather plays an important role in connecting the school and the community. The Grandmother/Grandfather is responsible for helping break down the stigma and systemic barriers and providing support and guidance on culturally appropriate services and programs to schools.

14.4 Principals

Principals shall be responsible for the implementation of the Indigenous Education policy at the school level.

14.5 Teachers

Teachers shall be responsible for ensuring that the teaching practices are consistent with the philosophy and goals of the Indigenous Education policy as identified by Manitoba Education Integrating Indigenous perspectives in the Curricula.

14.6 Support Teachers

All support personnel shall be responsible for providing assistance and support to the instructional staff in the implementation of this policy and shall provide school-wide in-services and divisional workshops. Work in collaboration with all support staff in WSD in developing and professional learning activities and curricula. Assist with the integration of Indigenous content into all subject areas of the curriculum.

15. **PROFESSIONAL DEVELOPMENT**

15.1 WSD is committed to including appropriate Indigenous Knowledge, practices and Ways of Knowing as a significant part of the training and professional development within WSD.

15.2 WSD recognizes the importance of capacity building from within the staff, students, and community. Where possible, WSD will partner with business, post-secondary and community initiatives to explore the reality of moving beyond training and professional development to engage staff, students and/or community in educational opportunities for career development and/or employment.

15.3 The planning for the professional development of staff within WSD will reflect a continuum of Indigenous awareness and cultural competency to ensure that the enhanced knowledge of Indigenous histories and cultures by all learners in WSD are included in the annual Training and PD plans.

15.4 Indigenous people have a valid historical and contemporary contribution. This will continue as history of the Canadian society develops. It is critical to the human relations of all Canadians for the wide scope of such knowledge not be kept from the citizens of Canada and is being provided to all learners.

15.5 All workshops where staff will be engaged must be vetted through the Indigenous Support Staff when it involves Indigeneity.



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16. **EMPLOYMENT EQUITY** (Recruitment, Interviewing and Hiring)
- 16.1 WSD, in implementing Policy GBA - Employment Equity, shall ensure that all Indigenous persons seeking employment opportunities within the Division are considered for employment on the basis of qualifications, work and life experiences, and the ability to do the job.
- 16.2 In accordance with Policy GBA - Employment Equity, WSD shall actively recruit and strive toward a workforce which is representative of the communities within its jurisdiction in all job classifications and at all levels.
- 16.3 WSD is committed to the recruitment and hiring of Indigenous staff. Indigenous representation will be involved in the recruitment, interview and hiring practices for all staffing.
- 16.4 WSD shall ensure that instructional staff who are hired for language programs are qualified to speak and/or write in the language specified.