

INDIGENOUS EDUCATION REGULATION

The River East Transcona School Division believes in and supports the Manitoba Education priorities and strategies for Indigenous student achievement. The division, as outlined in the following principles of Indigenous Education, will implement practices and procedures in support of the board policy and Manitoba Education priorities in the following areas:

- (1) Reconciliation
- (2) Respect and Recognition
- (3) Student Success
 - (a) Curriculum
 - (b) Assessment
 - (c) Academic Achievement
- (4) Parent, Family and Community Involvement
- (5) Staff and Professional Development

(1) Reconciliation

Based on the report and Calls to Action from the Truth and Reconciliation Commission and the on-going work of the National Centre for Truth and Reconciliation, River East Transcona School Division is committed to establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous peoples. Central to this is an awareness and acknowledgement of the harms that have been inflicted, atonement for the causes and a commitment to action to change behaviour and move forward in a spirit of peace, cooperation, respect and understanding. Education is a key component in building a path forward to true reconciliation. The division acknowledges that reconciliation will be guided by the following principles that are adapted from the Truth and Reconciliation Commission report:

- (a) The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society.
- (b) First Nations, Inuit, and Métis Peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.

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- (c) Reconciliation is a process of healing relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms.
- (d) Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal Peoples' education, cultures and languages, health, child welfare, administration of justice, and economic opportunities and prosperity.
- (e) Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians.
- (f) All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.
- (g) The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation.
- (h) Supporting Aboriginal peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.
- (i) Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources.
- (j) Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

(2) Respect and Recognition:

- (a) Schools within the River East Transcona School Division shall provide opportunities for students to be knowledgeable about the diverse histories, worldviews, identities, perspectives, languages and cultures, traditions, lifestyles and contributions of the Indigenous Peoples of the land that is currently Canada. The diversity of each culture will be celebrated and recognized throughout the curriculum with an emphasis on acknowledging the uniqueness of each Indigenous group. Integration of authentic Indigenous content throughout the curriculum with the support of the Indigenous communities will help promote an understanding of Indigenous peoples amongst all students. A curriculum that focuses on Indigenous content can lead to recognition of Indigenous issues as well as give Indigenous students a sense of place and belonging within classroom settings.
- (b) The River East Transcona School Division and all of its schools will:
- i) Increase Indigenous students' sense of well-being acceptance, belonging and pride within their community.
 - (ii) Support the inclusion of authentic Indigenous education and perspectives within all classrooms as appropriate.
 - (iii) Support the recognition and inclusion of community Elders and cultural teachers within the River East Transcona School Division.
 - (iv) Create a sense of belonging for Indigenous families within schools in the River East Transcona School Division.

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(3) Student Success

(a) Curriculum

- (i) The River East Transcona School Division shall provide ongoing support to ensure that Indigenous perspectives are integrated throughout the curricula for all students. This will include accurate information about the histories of Indigenous peoples, their cultures, languages and contemporary diversity of lifestyles as well as approaches that foster positive attitudes, values, skills and knowledge.
- (ii) The implementation of the curriculum will consider the whole child approach (spiritual, emotional, intellectual, physical and mental) to teaching and learning.
- (iii) The River East Transcona School Division will continue to develop, support, coordinate and enhance existing initiatives in Indigenous Education and across various curriculum areas.

(b) Assessment

The River East Transcona School Division, in implementing policy IKA – Classroom Assessment, shall ensure that assessment and evaluation practices and procedures take into account appropriate cultural content and allows for the expression of Indigenous perspectives.

(c) Academic Achievement

- (i) Through purposeful planning and professional development, the River East Transcona School Division will work to improve the literacy and numeracy achievement of Indigenous students as well as their sense of well-being.
- (ii) In alignment with Manitoba Education priorities, the River East Transcona School Division is committed to supporting and empowering Indigenous students to improve their overall academic achievement and high school completion in order to help reach their full potential.
- (iii) The River East Transcona School Division will establish learning environments that respect and include Indigenous peoples, their cultures, and perspectives.

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- (iv) The River East Transcona School Division will provide quality educational opportunities which support success for Indigenous students in school and beyond.

(4) Parent, Family and Community Involvement

In order to ensure appropriate and meaningful community involvement from Indigenous community members, the River East Transcona School Division will:

- (a) Provide leadership and mentorship opportunities in schools and in the community for Indigenous students.
- (b) Create and develop meaningful opportunities for Indigenous families, Elders, cultural teachers, and community members to contribute authentic Indigenous perspectives to classroom content, curriculum, and experiences.
- (c) Develop partnerships with external Indigenous agencies and organizations to maximize opportunities for Indigenous students and non-Indigenous students to increase their shared knowledge and understanding of the Indigenous peoples, cultures and perspectives.
- (d) Assist Indigenous students who experience transitions (i.e.: from rural and First Nations communities to River East Transcona School Division schools, to post-secondary education and/or employment opportunities).

(5) Staff and Professional Development

- (a) The River East Transcona School Division expects all staff to recognize and respect Indigenous cultures, contributions and perspectives.
- (b) The River East Transcona School Division expects all staff to understand and become more knowledgeable about Indigenous cultures, contributions, perspectives and challenges past, present and future.

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- (c) Staffing:
- (i) The River East Transcona School Division will engage in the hiring of qualified Indigenous staff.
 - (ii) The River East Transcona School Division will maintain a core Indigenous education team and establish committees as needed to assist with planning in support of the principles of Indigenous education.
- (d) Professional development:
- (i) The River East Transcona School Division will provide professional development directly related to and in support of Indigenous education and the principles of Indigenous education.
 - (ii) The River East Transcona School Division will provide professional development opportunities aimed to increase the competency of Indigenous and non-Indigenous educators and lead to the development of culturally-competent, community-minded educators.
 - (iii) The River East Transcona School Division will support the acquisition of teaching and learning resources to further integrate Indigenous content and perspectives across all grade levels.

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Honouring the
Truth Reconciling
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