

Beyond Decolonizing Curriculum

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Instructor: Len Pierre, CEO



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CONSULTING



Intention Setting

Our intention is to create a safe space for exchanging knowledge, conversations, and to support one another in solidarity. We come with an open heart and open mind and hope to be received in the same way.

We welcome questions throughout the session but will also leave time to address them at the end as well. You can do both!



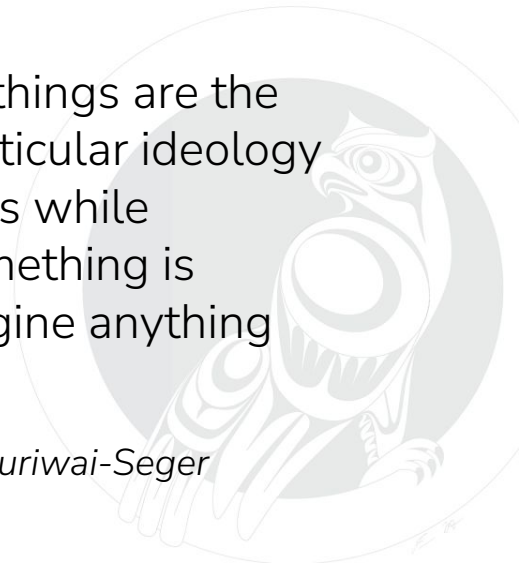
Defining Decolonization



“Is less about returning to a pre-colonial society, and more about recognizing we live under a colonial system.

It is about recognizing that things are the way they are because a particular ideology systematically erased others while normalizing itself. Once something is normalized, it's hard to imagine anything else.”

— Pere Huriwai-Seger





Related Terms

Decolonization

Deconstructing colonial and cultural barriers (ideology, processes, practices, policies, and practices)

Indigenous Cultural Safety

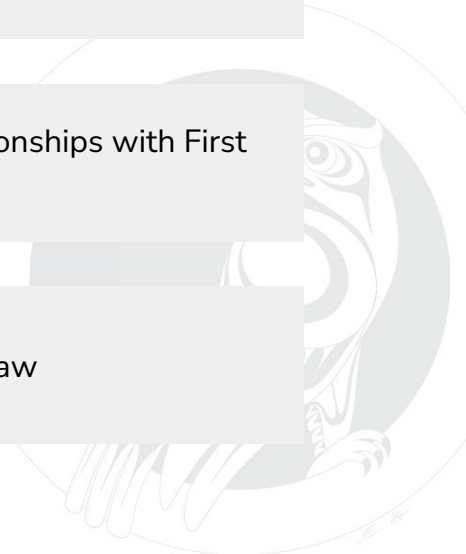
Addressing power imbalances in colonial systems to challenge anti-Indigenous racism and discrimination

Reconciliation

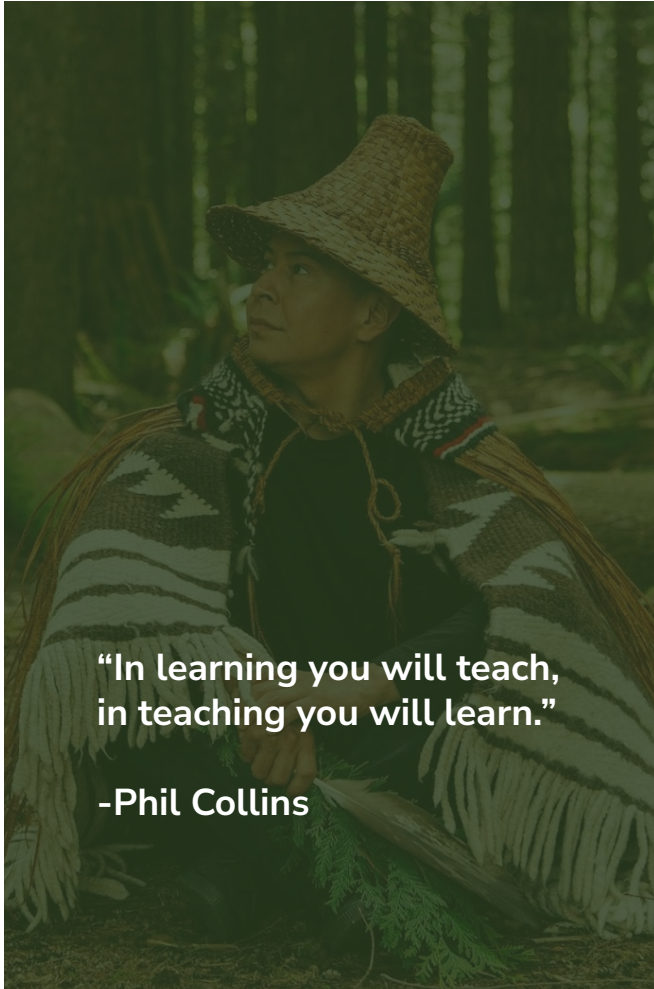
Systemic change and transformation to enhance relationships with First Nations, Metis, and Inuit Peoples

Indigenization

To bring under Indigenous control and within natural law



Why Decolonize Education?



“In learning you will teach,
in teaching you will learn.”

-Phil Collins

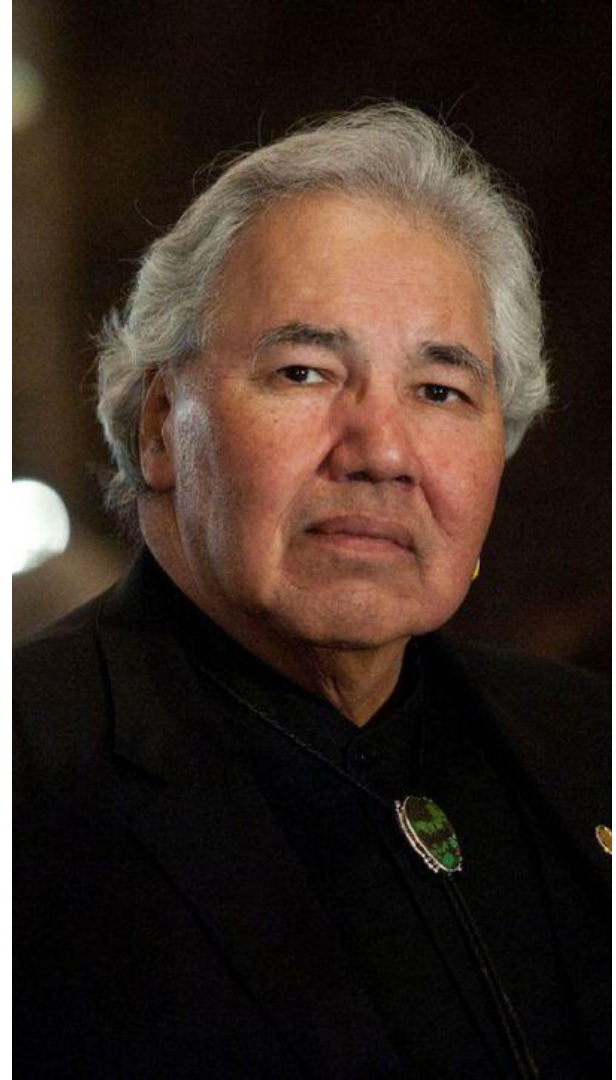


Colonial Socialization



“While Indigenous children were being mistreated in residential schools by being told they were heathen, savages and pagans and inferior people — that same message was being delivered in the public schools of this country.”

— *Justice Murray Sinclair*

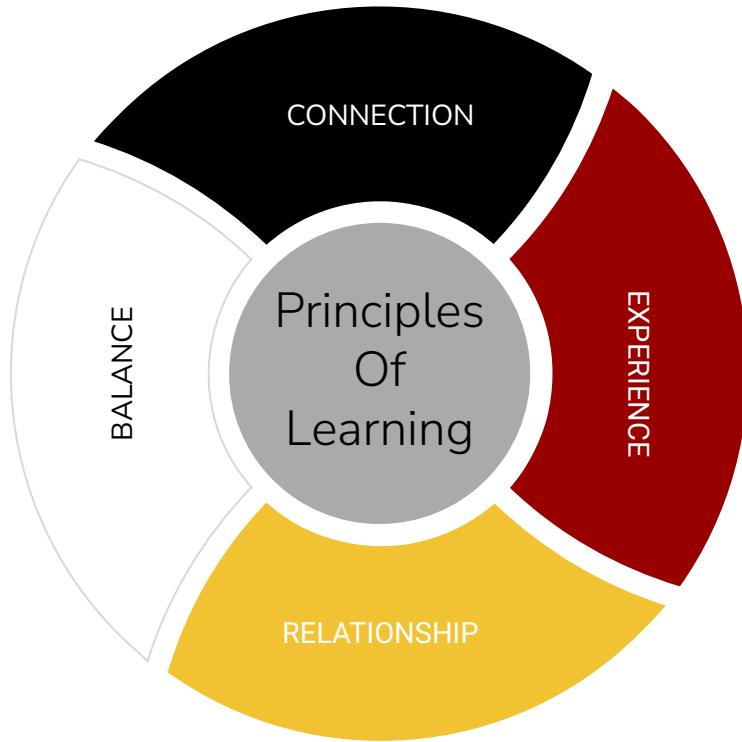








Indigenous Approaches to Learning



Connection: Learners see themselves in the curriculum

- How will I create connection before content, so participants feel welcomed, grounded, and ready to learn?
- Have I made the purpose and relevance of the learning clear, why does this matter to the people in the room and the work they do?

Experience: Learners arrive with knowledge, stories, & experience

- Have I designed a learning experience that honours the immense knowledge and experience already in the room?
- Where will participants have opportunities to do, practise, reflect, question, and apply, not simply receive information?

Relationship: Learning happens with and through one another

- How will I create opportunities for learners to build relationships with one another, the facilitator, and the learning itself?
- Have I designed for dialogue, shared meaning-making, and multiple ways of knowing rather than positioning the facilitator as the sole holder of knowledge?

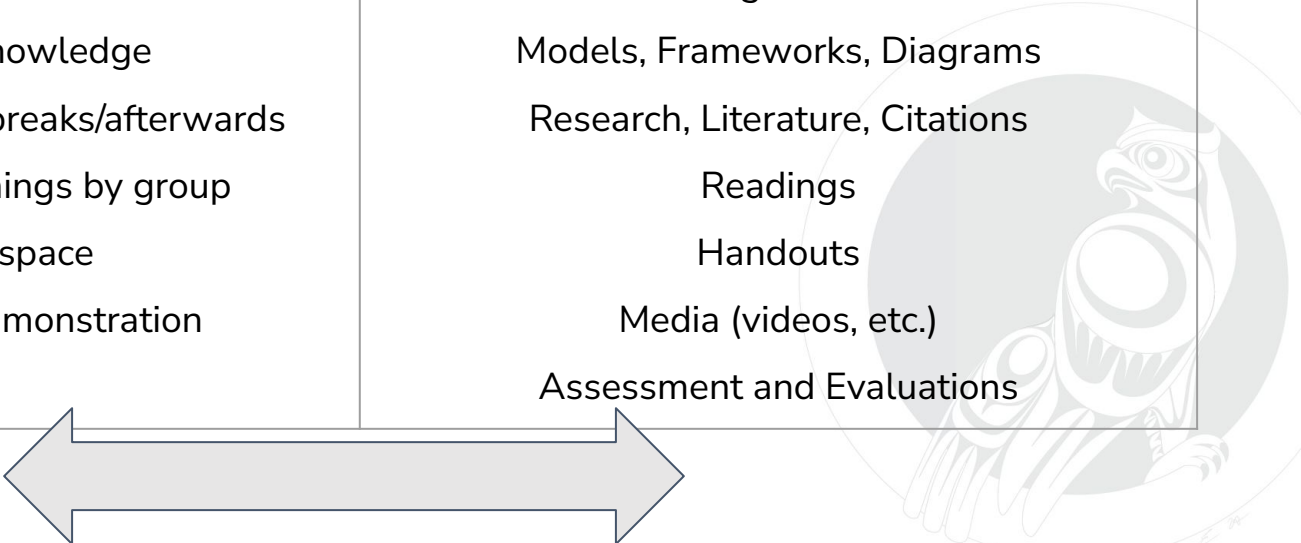
Balance: Learning attends to the whole person

- Does the learning experience create balance between thinking, feeling, doing, and reflecting?
- Have I considered pacing, breaks, accessibility, emotional safety, challenge, and different ways people need to participate and process learning?



Implicit Curriculum vs. Explicit Curriculum

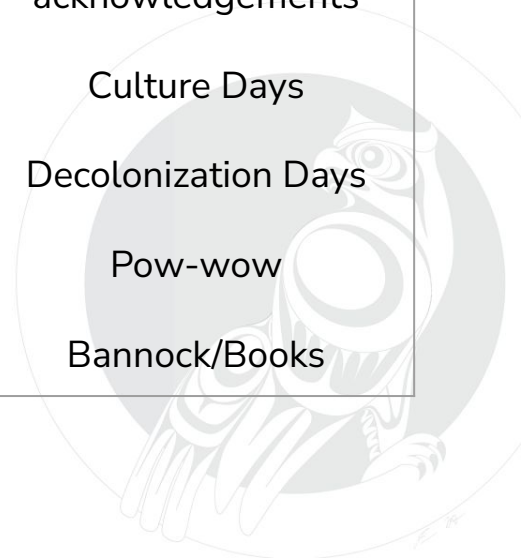
IMPLICIT CURRICULUM (experienced)	EXPLICIT CURRICULUM (visualized)
Facilitator knowledge/experience	Presentation slides
Questions to deepen thinking	Written content
Group dialogue	Learning Outcomes
Learners existing knowledge	Models, Frameworks, Diagrams
Side-conversations during breaks/afterwards	Research, Literature, Citations
Culture, ceremony, teachings by group	Readings
Emotions in the space	Handouts
Facilitator modeling/demonstration	Media (videos, etc.)
Reflection	Assessment and Evaluations





Everyday Acts of Decolonization

Professional Practice	Curriculum	Classroom	School
Learn the territorial language	Decolonization committee	Territory acknowledgements	Territory acknowledgements
Land-based learning	Departmental definition of decolonization	Medicine	Culture Days
Immersive yourself in culture	Develop a long-term strategy	Books	Decolonization Days
Start a book club	Indigenous resources	Art	Pow-wow
		Guest speakers	Bannock/Books





“Decolonizing education is not about adding Indigenous knowledge to what already exists.

It is about transforming the relationships that shape how we teach, how we lead, and how we care for one another. Every small act of courage creates a classroom where more people can belong.”

LEN PIERRE





Feedback helps us grow!

Session Details:

- Course: Webinar
- Instructor: Len

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