INDIGENOUS EDUCATION STRATEGY

GEORGE BROWN COLLEGE

Land Acknowledgement

George Brown College is located within the Treaty Lands and Territory of the Mississaugas of the Credit First Nation and other Indigenous peoples who have lived here over time. We recognize that we are located within the bounds of the Toronto Purchase Treaty No. 13 of 1805. We are grateful to share this land as treaty people who learn, work, and live in the community with each other.

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Message from the President

Dr. Gervan Fearon
President, George Brown College

Taking meaningful steps towards reconciliation is essential to redressing the legacy of residential schools in Canada and creating a truly inclusive and equitable learning ecosystem. With the launch of George Brown College's Indigenous Education Strategy, we recognize that each one of us has a role to play in this critical work.

Our Indigenous Education Strategy will guide us as we integrate Indigenous ways of knowing into curriculum, classroom practices and institutional decision-making. It will be an integral roadmap for George Brown to meet the needs of the community, respond to national frameworks on reconciliation and become a leader in Indigenous education. Designed as a living and fluid document, the Indigenous Education Strategy will continue to change, expand and pivot to meet the evolving needs of our community.

This strategy was shaped by the wisdom of Indigenous people within our community and across Canada, as well as by Colleges and Institutes Canada's Indigenous Education Protocol; existing Indigenous educational frameworks; George Brown's Strategy 2022/Vision 2030 commitment to Indigenization; and a 2019 review of our Truth and Reconciliation and anti-racism efforts. We are grateful to the many individuals and groups who have contributed their insight and ideas to this project.

With our Indigenous Education Strategy to guide our individual and collective efforts, we can and will ensure that all learners have what they need to achieve Mino-Bimaadiziwin ("a good quality of life").

Message from the Vice-President, Academic

Dr. Cory Ross,
Vice President, Academic

Dear Members of the George Brown Community,

Before I begin, I would like to acknowledge the approach that this strategy embodies. It is a fluid and living document and has been written and designed by members of the Indigenous Community at George Brown. I would also like to extend a very special thank you to Audrey Rochette, Director of Indigenous Initiatives.

George Brown's commitment to the Indigenous education began over 30 years ago with the formation of our Indigenous Education Council and I would like to acknowledge all of the work that the people who brought us to this point have done. Chi' Miigwech – Thank you very much.

Truth and Reconciliation is not easy work. In fact, it is amongst some of the most difficult. Our nation's modern history, as we are unfortunately learning with each unmarked grave found, is filled with horror and atrocity. As a college whose sole goal is to improve society through education, we must acknowledge the truth and learn from it before reconciliation can occur. This strategy is one of many steps on our journey towards reconciliation. I strongly encourage our community to braid this work into our daily actions. It is this work that will improve our nation and allow us to move forward together.

The Indigenous Education Strategy sits in the academic portfolio here at George Brown. The strategy embeds a holistic approach to academic excellence, achievement, retention, and support. Together we will weave this work into the very fibres of the college.

Introduction

"Education is what got us into this mess—the use of education in terms of residential schools—but education is the key to reconciliation."

The Honourable Murray Sinclair

Indigenous education has long been advocated for in Canada. However, this work is most successful when led by Indigenous peoples themselves – from individuals to social movements, from political bodies to NGOs. At George Brown College, we are committed to continuing this advocacy, and our Indigenous Education Strategy establishes the framework for how we intend to do so.

Recent developments in the movement for Indigenous education are marked by several key reports:

- The 1996 Report of the Royal Commission on Aboriginal Peoples (RCAP), which reaffirmed education as a treaty right. The commission recommended that "the government of Canada recognize and fulfil its obligations to treaty nations by supporting a full range of education services, including post-secondary education, for members of treaty nations where a promise of education appears in treaty texts, related documents or oral histories of the parties involved."[1]
- The Chiefs of Ontario's (COO) 2017 report *First Nations Post-Secondary Education: Rights, Responsibilities, and Recommendations*, which states, "It is important to understand that the inherent right to lifelong education is also a human right, and distinctly affirmed in treaties with First Nations."[2]
- The Assembly of First Nations (AFN) 2018 *First Nations Post-Secondary Education Review*, which developed strategies to support Indigenous education.[3]

These comprehensive documents call for the inherent Aboriginal and Treaty right to education.

As a post-secondary institution, we believe that education is a human right, one that has not always been afforded to our Indigenous communities. George Brown College's Indigenous Education Strategy learns from and builds upon frameworks developed by Indigenous advocates and responds to three critical questions: What does Indigenous education mean for the college? What broader initiatives regarding Indigenous education inform us in this work? How does the strategy drive transformative institutional change?

Background

What does Indigenous education mean for George Brown College?

George Brown College signed the Colleges and Institutes Canada (CICan) Indigenous Education Protocol in 2015, the same year the Truth and Reconciliation Commission of Canada (TRC) published its findings. The TRC was launched as one component of the 2007 Indian Residential School Settlement Agreement (IRSSA), which recognized the damage inflicted on Indigenous peoples by residential schools and was the largest class-action settlement in Canadian history. This ground-breaking public information became a catalyst for overdue reform regarding Indigenous education. Many of these recommendations are related to education, professional development and training, and health[4] and are directly relevant to post-secondary institutions like George Brown.

Truth and Reconciliation Commission Calls to Action

Truth and Reconciliation
Commission of Canada

Call to Action #22

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Call to Action #57

Provide education to staff and faculty on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Call to Action #10

ii. Improve education attainment levels and success rates

iii. Develop culturally appropriate curricula

iv. Offer indigenous languages as credit courses

vii. Respect and honour Treaty Relationships

CICan Indigenous Education Protocols

In signing the CICan Indigenous Education Protocol and committing to following its seven guiding principles, George Brown will address the unique needs of Indigenous learners through its Indigenous Education Strategy.

Protocol 1: Commit to prioritize Indigenous Education

Protocol 2: Ensure governance and structure recognize and respect Indigenous peoples.

Protocol 3: Implement intellectual and cultural traditions through curriculum.

Protocol 4: Support students and employees to increase understanding and reciprocity.

Protocol 5: Commit to increasing number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

Protocol 6: Establish Indigenous-centred holistic services and learning environments for learner success.

Protocol 7: Build relationships and be accountable to Indigenous communities in support of self-determination through educations, training and applied research.

Vision for George Brown College's Indigenous Education Strategy

What broader initiatives regarding Indigenous education inform us in this work?

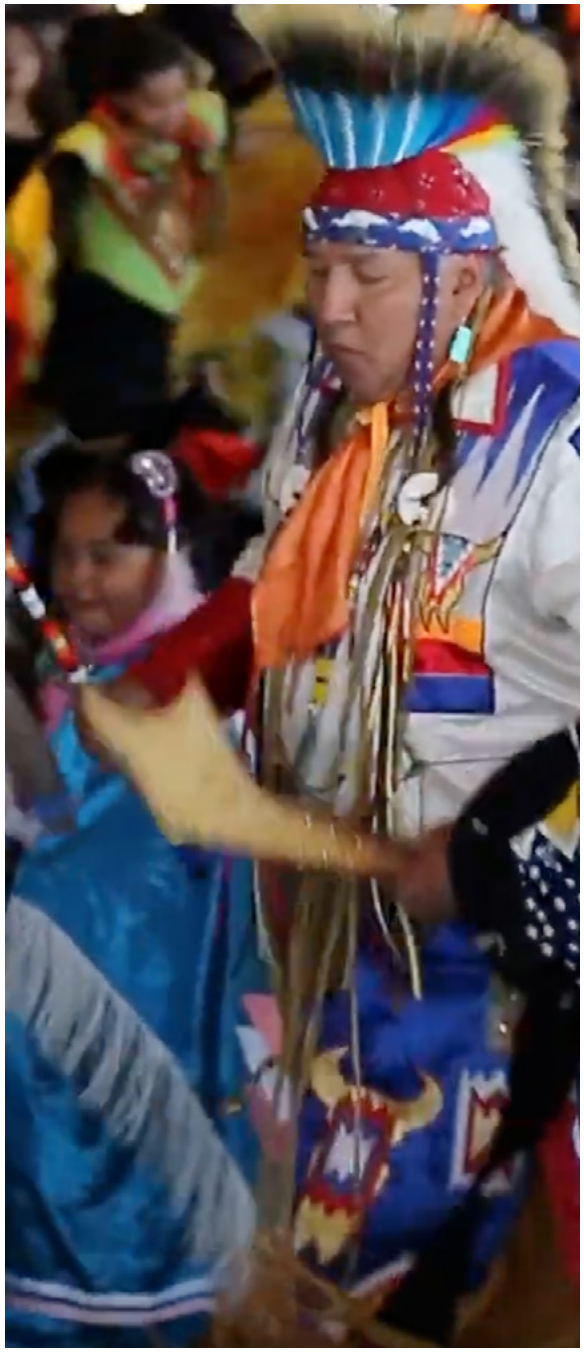
The Indigenous Education Strategy will be an integral roadmap for George Brown to meet the needs of the community, respond to national frameworks on reconciliation, and become a leader in Indigenous education.

The Indigenous Education Strategy mobilizes George Brown's commitment to supporting Indigenous education initiatives and integrating Indigenous ways of knowing into curriculum and classroom practices as well as institutional decision-making. Grounded in the principles of reconciliation, the vision for the strategy centres on three aspects of Indigenous knowledge, ways of being, and philosophies:

- Mino-Bimaadiziwin—A Good Life, A Good Mind
- The Seven Sacred Teachings
- Wicihtowin—Kinship

Mino-Bimaadiziwin—A Good Life, A Good Mind

The Indigenous Education Strategy is guided by the Anishinaabe concept Mino-Bimaadiziwin. Mino-Bimaadiziwin is a value system of achieving a "good quality of life." Education is key to striving for Mino-Bimaadiziwin and improving socio-economic conditions for Indigenous people. This is an Anishinaabe philosophy.



Seven Sacred Teachings

Mino-Bimaadiziwin is complemented by the Seven Sacred Teachings, a set of Anishinaabe principles that guide living a good life. As such, the Seven Sacred Teachings are the guiding principles of the Indigenous Education Strategy.

The teachings are shared in both Anishinaabemowin-Ojibway and English.

Niizhwaaswi Kino Maadwinan—Seven Sacred Teachings

1. **Minaadendamowin—Respect**
   G'chi piitenim gwiiji bimaadis gegwa debaasenimaaken gwiiji bemaadis.
   (Consider others before yourself, don't look down on your fellow human being.)

2. **Zaagidawin—Love**
   Zaagidizan n'tam jibwaa zaagad gwiiji bimaadis.
   (Learn to love yourself first before you can love your fellow human being.)

3. **Debwewin—Truth**
   Ga'nwaamidizan n'tam jibwaa bakaadenimad gwiiji bimaadis.
   (Look at yourself first before you judge your fellow human being.)

4. **Aakade'ewin—Bravery**
   Zoongendan miinwaa m'shkogaabwin, manjiidig gwa ge'zhoowebidagen.
   (Hold firm thoughts and stand strong when you don't know what will happen.)

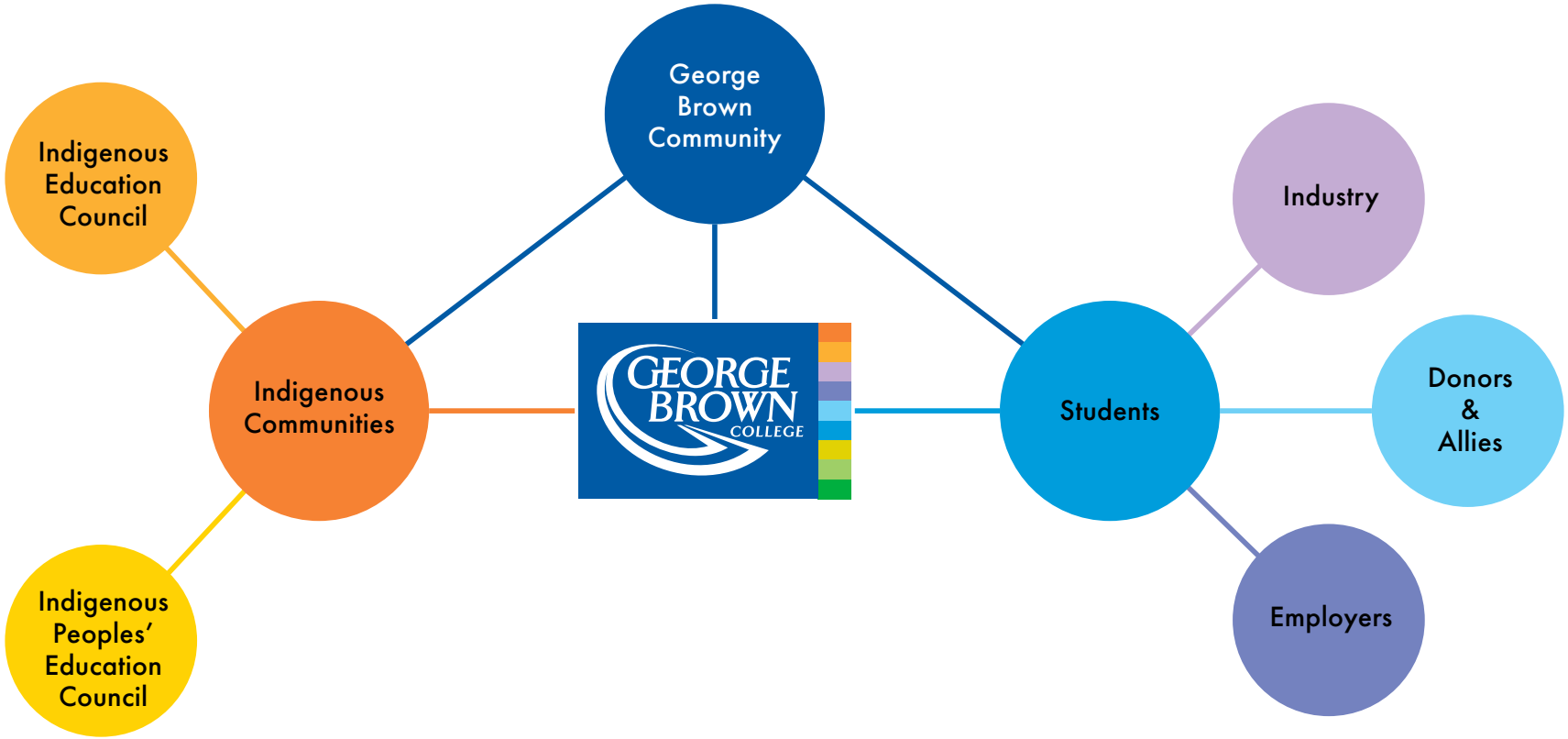
5. **Nibwaakaawin—Wisdom**
   Kendaman gego ka'shkitoon ji gweyakataagoziyin miinwaa ji mino daapanaman gwaya ekidad.)
   (With knowledge you will be able to speak well.)

6. **Gwekaajimowin—Honesty**
   Aabidek ji gwekaajimataadizoyin jibwaa ganonad gwiiji bimaadis.
   (You have to be honest with yourself before you talk to your fellow human being.)

7. **Bekaadizowin—Humility**
   Pii shkitooyin wii bekaadizoyin ka mino wiidokwaa gwiiji bimaadis.
   (When you have learned to stay calm, you can work or play well with your fellow human being.)

Wicihitowin—Kinship

Centering the Cree/Saulteaux concept of kinship—meaning everything is related—the Indigenous Education Strategy works with and for the George Brown community to drive institutional change that meaningfully supports all who are involved with the college, both Indigenous and non-Indigenous.



A fluid and living document, the Indigenous Education Strategy will pivot, expand, and be improved to meet community needs.

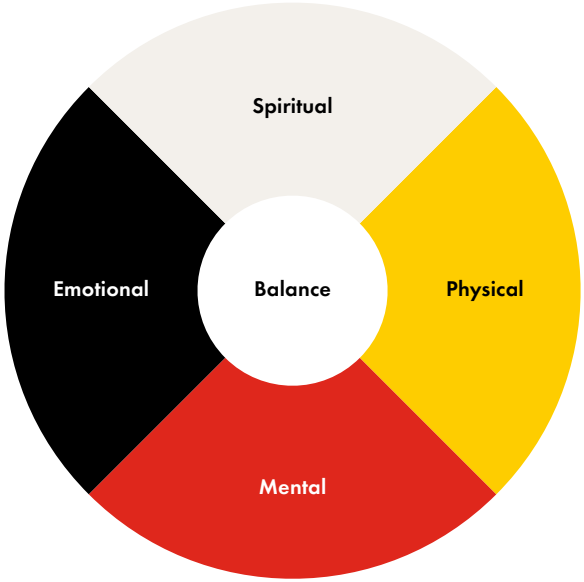
Strategy Themes: Achievement, Retention and Support

How does this strategy drive transformative institutional change?

To ensure this strategy is driving transformative change, we have set goals and outlined the actions we will take to achieve them. These goals have been identified through the three overarching themes of the strategy and the Seven Pillars that have been created to embody the themes and vision.

Achievement, Retention, and Support are the three themes of the Indigenous Education Strategy. These themes weave together the Seven Sacred Teachings, kinship and Mino-Biwaadiziwin that make up the vision of our strategy.

- Achievement
- Retention
- Support



Achievement

Goal: Utilize the teachings of the Medicine Wheel to foster a healthy, thriving community.

Action: Work with Indigenous Elders, Knowledge Keepers and the broader Indigenous community to embed these teachings and ways of being into our community at George Brown College.

Achievement of a healthy, thriving community will be measured through the Anishinaabe Medicine Wheel teachings, which centre a holistic view of the self as comprised of four different elements: spiritual, emotional, physical, and mental. These elements work together to create balance in a person's life and can be used to help create balance for the George Brown community.

The theme of achievement and the medicine wheel teachings are closely connected because they are centred on the well-being of individuals and our community. Achievement can often be an outcome of a healthy, balanced individual. With this in mind, achievement will be a daily goal at George Brown as we are committed to the care of all members of our community.

Since the teachings of the medicine wheel are complex and adaptable to different contexts, we will integrate them at George Brown through traditional teachings from our Elders, special workshops, appointments, events, and more throughout the year

An example of one of Indigenous Initiatives' dynamic programs is the Indigenous Knowledge Keeper Series (IKKS). Launched in 2021, the IKKS hosts members from our community, both within and outside of George Brown, who hold expertise across a vast landscape of topics and are in all stages of life learning. The series embodies principles of respect, relevance, reciprocity and responsibly. It will be shared through a variety of presentations and platforms including virtual exhibits, land-based tours with First Story Toronto, panels, films and much more.

The IKKS is one tool our community can use to foster achievement while caring for the four quadrants of self that are encompassed in the Medicine Wheel teachings.

Retention

Goal: To work with individuals on specific needs required to ensure supports are provided to enable high retention rates the George Brown College for Indigenous learners, staff, and faculty.

Action: Develop a hiring strategy for the increased representation of Indigenous and Black staff and faculty in partnership with key stakeholders and the Vice President, People Enablement and Experience.

Our community is responsible for the well-being of all members. Retention is a priority for all segments of our community, including administrative and support staff, faculty, and students.

To improve retention of Indigenous employees, George Brown will work to complete an environmental scan of other institutions that have hiring strategies that support anti-racism and decolonization as they diversify their workforces.

In collaboration with our Human Resources team and the Office of Anti-Racism, Equity and Human Rights Services (OAREHRS), George Brown will develop a comprehensive hiring strategy that commits to hiring Indigenous faculty and staff, as well as Black and other racialized faculty and staff.

Part of this strategy will also include allocating resources for retention across departments to ensure Indigenous members of the George Brown community have the support they need to succeed. Indigenous students' success is a key priority within this theme and the Seven Pillars will work in an interconnected system to support student retention.

Support

Goal: Utilize supports from our internal and external Indigenous community.

Action: Create support groups for Indigenous learners, staff, and faculty.

Support is a key component to ensure the well-being of our community. Support is also critical to achieving our vision of Mino-Bimaadiziwin. At George Brown, we offer several types of supports including:

- Traditional counselling from Knowledge and Wisdom Keepers that uses a holistic approach based on the Medicine Wheel teachings, traditional medicines, ceremonies, and language
- Academic and career advising
- Access to larger community networks, such as student advising and counselling

At George Brown, we also have the Sahkitcheway Indigenous Education Council (IEC). The council is comprised of members from within and outside our community who advise and make recommendations to support the overall health and success of our Indigenous community members.

This network of support can be tailored to the unique needs of each individual to ensure every community member is appropriately cared for.

The Seven Pillars

The Seven Pillars of the Indigenous Education Strategy have been created to embody the three themes of Achievement, Retention and Support to achieve our community vision of Mino-Bimaadiziwin. Each pillar is unique, with a trajectory that weaves throughout the college to build and sustain programs, projects and partnerships that fundamentally embrace reconciliation principles. The implementation of the Seven Pillars will continually adapt to serve the well-being of all George Brown community members, Indigenous and non-Indigenous together.

- Resources
- Mentorship
- Recruitment
- Community Partnership and Collaboration
- Indigenous Self-Identification
- Truth and Reconciliation Commission and United Nations Declaration on the Rights of Indigenous Peoples
- Curriculum and Indigenous Pedagogy

Resources

Goal: Provide the necessary resources to sufficiently advance the Indigenous Education Strategy

Action: Allocate resources from the College

The Chiefs of Ontario's 2017 report *First Nations Post-Secondary Education* and the Assembly of First Nations' 2018 *First Nations Post-Secondary Education Review* outline the importance of financial resources for Indigenous Education. Education is an inherent treaty right that entails fiscal responsibilities from our government.

Likewise, our educational institutions must allocate sufficient resources to achieve Indigenous education goals. Program development and delivery embedded in Indigenous ways of knowing are a benefit to all learners. The costs of these changes should be rooted in our fiscal budgets to truly embrace reconciliation.

Resources come in a variety of forms in addition to funding. Our employees are frontline resources, welcoming, supporting and educating students. Our departments, services and programs are powerful resources that connect our community and provide research and career opportunities. These resources must be continually prioritized.

With the support of the President's Office, Board of Governors, and Governing Council, we will embed the Indigenous Education Strategy into our operational, strategic and budget planning to ensure that appropriate resources are allocated in support of Indigenous education.

Mentorship

Goal: Promote and connect Indigenous learners, staff, and faculty to mentorship opportunities.

Action: Create an Indigenous mentorship program in partnership with Student Success. Create an Indigenous mentorship program for staff and faculty in partnership with the Teaching and Learning Exchange and other key stakeholders.

In addition to providing academic and career advising and services, accessible learning services, and counselling, George Brown offers a variety of mentorship opportunities to support our learners. Some of these dynamic opportunities include the following:

- **Peerconnect:** This student-led and student-focused program offers support under three pillars of service: Good Food, Inclusion, and Well-Being. Peerconnect provides students with workshops, peer-to-peer supports, events and programs to help them thrive personally and academically.
- **Work-integrated Learning:** George Brown offers opportunities to participate in applied research projects, field placements, and on-campus incubators that connect students with employer partners from national and international organizations.
- **George Brown Connect Café:** In partnership with Ten Thousand Coffees, the George Brown Connect Café allows learners to meet up for career conversations with other students and alumni, in-person and online.
- **Black Student Success Network (BSSN):** The BSSN is a community of Black students, faculty and staff dedicated to encouraging the success of Black students at George Brown and beyond. It provides a safe space in which to meet, share, socialize and learn from Black community members and allies through tutoring, mentorship, counselling, and events.
- **startGBC:** A student-focused hub for entrepreneurship education and hands-on learning, startGBC provides access to mentoring and training, opportunities to work with existing enterprises on applied research projects, and specialized support for emerging entrepreneurs.

The Indigenous Education Strategy will take this support a step further by offering Indigenous-specific mentorship programs to our students. Working in partnership with Student Life, the new mentorship program will embody values and principles that are culturally appropriate and relevant to diverse Indigenous learners.

Mentorship opportunities are also important to George Brown employees. The Teaching and Learning Exchange (TLX) offers coordinated services and resources to support the professional development of faculty. In addition to these services, Indigenous Initiatives will work with the Vice-President, Academic and relevant directors to develop a professional mentorship program in partnership with the TLX for Indigenous staff and faculty.

Recruitment

Goal: Targeted outreach and recruitment in Indigenous communities will be the foundation of our recruitment efforts.

Action: George Brown will develop a comprehensive recruitment framework with focused outreach in and consultation with local Indigenous communities.

With campuses in the heart of Toronto, George Brown is centrally located near several Indigenous communities in Southern Ontario. Indigenous Initiatives will work with the Student Success Office, including the Office of the Registrar and the Admissions Office, and all schools and programs at George Brown to develop collaborative and mutually supportive relationships with First Nations near Toronto. We will offer recruitment and informational events for these communities. With a variety of services and programs tailored to the needs of today's learners, George Brown can be a home away from home for students of all ages and stages.

Community Partnerships & Collaboration

Goal: Establish, maintain, and expand partnerships that foster our goals.

Action: Develop strong meaningful partnerships internally and externally that support the Indigenous Education Strategy and our larger college goals including larger enrollment goals.

George Brown campuses are located on the traditional territory of the Mississaugas of the Credit First Nation (MCFN). Our treaty partners, including the MCFN, are at the core of partnerships for Indigenous Initiatives. Developing, implementing, and maintaining a strong and meaningful relationship with the MCFN is a top priority.

> The Mississaugas of the Credit First Nation is a thriving and vibrant community, bursting with people reaching for their roots as well as the future as they prepare to teach the next seven generations its history and culture. This community has survived many hundred years of change; we fought through near extinction, battled in many wars, suffered a complete loss of culture, undertook a new way of life, faced the trials and tribulations that have come with facing our Canadian government and those now occupying our traditional territory, however, despite every inch of transformation the Mississaugas of the Credit First Nation have endured, they continued to adapt and grow into the resilient First Nation community that stands today.
> – Mississaugas of the Credit First Nation

The growing and strong community of the MCFN is full of knowledge that we at George Brown would be honoured to learn from and share. Through our partnership, we commit to developing a dynamic and strong physical presence of our treaty partners and other Indigenous peoples who have called Toronto home. Our partnership will embody principles of reciprocity, respect, and responsibility while striving towards our vision.

These partnerships will build on the strengths of George Brown's wide range of diploma, certificate and degree programs in the areas of arts, design, information technology, business, community services, early childhood education, construction and engineering technologies, health sciences, hospitality and culinary arts, and the humanities. The Indigenous Education Strategy will strive to establish relationships with exemplary Toronto-based Indigenous organizations that are leaders in these fields. The Strategic Partnerships and Grants Office and the George Brown College Foundation will be key supports in developing these relationships.

Another vital partner to support the George Brown community will be the Office of Anti-Racism, Equity and Human Rights Services (OAREHRS). The OAREHRS promotes fairness, equity, accountability, and transparency at the college. The office manages human rights complaints, advises and raises awareness on diversity and inclusion, and is responsible for matters that fall under policies related to human rights discrimination, sexual assault and violence, accessibility, freedom of information, and protection of privacy.

Working in close partnership, the OAREHRS and Indigenous Initiatives offices will support key projects and priorities that advance anti-racism, equity, and decolonial work at George Brown. The Indigenous Education Strategy will bolster this work through continued collaboration.

Indigenous Self-Identification

Goal: Launch an Indigenous Self-Identification campaign.

Action: Conduct an environmental scan, market research and consultation process to develop an Indigenous Self-Identification campaign for George Brown College.

Barriers to self-identification for Indigenous peoples on Turtle Island and beyond have deep roots in colonialism with devasting effects. Colonial policies and practices have separated Indigenous people from their communities and families and disrupted Indigenous systems of community membership. At the same time, many Indigenous communities continue to maintain strong relations and many individuals are striving to reclaim ties to their cultures and languages.

To gain a better understanding of Indigenous self-identification at George Brown, the college will conduct an environmental scan, engage in market research, and consult with students. After careful evaluation of the findings, we will begin to develop a self-identification process that is user-friendly, safe, rewarding, and confidential. This work will be supported by the Office of the Registrar and the Centre for Business' expertise in market research.

The information disclosed by community members through the process will be used to increase services, funding, and supports for Indigenous people at George Brown.

Truth and Reconciliation Commission & United Nations Declaration on the Rights of Indigenous Peoples

Goal: Work collaboratively to implement the recommendations from the Truth and Reconciliation Commission (TRC), The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the TRC Review Report for George Brown College (2019).

Action: Enhance and elevate our programs, admissions process, special projects, events, curriculum, and student services with a Call to Action (TRC) or Article (UNDRIP).

The work on the Truth and Reconciliation Commission of Canada has been instrumental. The Reports and 94 Calls to Action have created comprehensive roadmaps to renewed relationships with Indigenous Peoples, communities, and survivors.

Each member of our community can work either individually or collectively on addressing a Call to Action or engaging in reconciliation work.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission (TRC) are international and national documents that provide a roadmap for respecting Indigenous rights and restoring violations of these rights. They are key frameworks that shape our Indigenous Education Strategy.

UNDRIP is an international agreement adopted by the United Nations General Assembly on September 13, 2007, that recognizes the equal human rights of Indigenous peoples to all other humans and enshrines the rights that "constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world."[5] Regarding education, UNDRIP includes the following articles:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.
3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

In 2019, George Brown released our *Review of George Brown College Truth and Reconciliation and Anti-Racism/Diversity*, which provided recommendations for how to address the TRC's report and calls to action and recommendations for how to adopt and implement anti-racism and diversity initiatives. The college is on track to implement all of the TRC-related recommendations by Summer 2022.

Recommendations	Fall 2021	Winter 2022	Spring 2022	Summer 2022
1. Establish an Office of Indigenous Inititatives	Complete			
2. Develop Indigenous Education & Services (IES)	Complete			
3. Re-assign Staff to Indigenous Education & Services (IES)	Complete			
4. Provide resources, human and financial	Complete			
5. Revise job descriptions		In Progress		
6. Re-establish the Indigenous Education Council (IEC); recruit membership for IEC		In Progress		
7. Develop terms of reference, and support development of the Strategic Plan			In Progress	

This report is available at georgebrown.ca/media/4831/view (PDF).

As George Brown continues to uphold UNDRIP and the TRC as foundational in policies and practices related to Indigenous education, Indigenous Initiatives will work closely will the college's external community partners, the Indigenous Education Council, and any other relevant internal advisory groups, working groups, and committees.

Curriculum & Indigenous Pedagogy

Goal: Implement Indigenous pedagogy and research methodologies into curriculum and program design at George Brown.

Action: Work collaboratively to ensure Indigenous pedagogy and research methodologies are a foundational element to enhance the learner's experience.

Indigenous pedagogy is a rich, diverse, and highly engaging approach to learning that incorporates Indigenous worldviews into education and is based on respect, reciprocity between students and teachers, and recognition of diverse experiences.

Indigenous pedagogy is complemented by Indigenous research methods, which are founded on relationality and accountability[6] and guided by the principles of respect, relevance, responsibility, and reciprocity.[7]

Indigenous pedagogy and research methods centre and uphold Indigenous epistemology, which is poignantly described by Margaret Kovach (Nêhiyaw and Saulteaux):

> Indigenous epistemology is fluid, non-linear, and relational. Knowledge is transmitted through stories that shape shift in relation to the wisdom of the storyteller at the time of the telling.[8]

Implementing Indigenous pedagogy and research methodologies into curriculum and program design at George Brown directly responds to the TRC's call to provide education on Indigenous histories, develop culturally appropriate curricula, and respect and honour Treaty relationships.

George Brown has already introduced courses related to Indigenous studies within Liberal Arts and Sciences, Continuing Education, and Community Services and Early Education. New in 2021-22 is the development of Indigenous-focused General Education and Liberal Studies electives to be made available to all post-secondary institutions across the province through eCampus. As well, Indigenous-focused electives at George Brown will now have their own

course code, signifying the importance of this stream of curriculum and allowing students to focus their choice of electives on Indigenous learning. Working in partnership with the Office of Academic Excellence, curriculum specialists for all departments and programs will enhance Indigenous curriculum and pedagogy with new courses and improvements to existing courses and programs.

In addition, we are leveraging the expertise of George Brown's School of Work and College Preparation to collaboratively develop personal and career exploration programs for Indigenous students that will widen access and facilitate entry into certificate and diploma programs across the college. These programs will be developed in partnership with Indigenous Elders, Knowledge Keepers and facilitators embedding Indigenous pedagogy. Working with the Centre for Preparatory and Liberal Studies, the creation of access, pre-entry and certificate programs for Indigenous learners will be a key priority.

Conclusion

The development and implementation of this strategy signal George Brown College's commitment to reconciliation. While we cannot change the past, as a post-secondary institution in Canada, there is much we can do to promote and sustain Indigenous education, not just for our Indigenous communities but also for the entire George Brown community. We will continue to learn from and support those who informed and shaped this strategy. We are grateful for their patience and their teachings, and we will work together to ensure that George Brown is a safe and welcoming place for all.

The Indigenous Education Strategy is a living, fluid document which may weave in new priorities as an ever-evolving landscape for the Indigenous community is paramount in guiding our work.

Message from the Vice-President, Student Success

Dr. Chris McGrath
Vice-President, Student Success

As the only Canadian-born child of an immigrant family, I am grateful to the Indigenous Peoples of Turtle Island for their generosity in sharing this land with people from all over the world. At the same time, as a settler, I am sorry for the pain and suffering that Indigenous Peoples have experienced over generations, at the hands of those who took their generosity for granted. However, as a leader at George Brown College, I am deeply committed to fulfilling my responsibility to correct past wrongs. And I am optimistic and reassured that the Indigenous Education Strategy provides a path forward for all of us to do so, as a community.

George Brown has a long-standing reputation of a commitment to access and equity to education. We may not always be perfect in our efforts to do so, but as a learning community we are engaged in an ongoing cycle of action and reflection to do our best to get it right. The Indigenous Education Strategy's seven pillars signal the foundation that we need to build today, so that we can work in Wicihitowin (kinship) as community with all our relations and the land we share.

That said, in moving forward we need to remember to start together in a good way, and in a good place. Our vision for 2030 signals that creating the conditions for student success is a shared responsibility, and the Indigenous Education Strategy will help us to co-create pathways to education and success for Indigenous learners. As we embed Indigenous ways of knowing and learning throughout our Six Dimensions of the Optimal Student Experience, we will move more fully towards realizing our shared potential for flourishing in the future.

I am grateful to all who have helped to develop this plan, and I am eager to share in this learning together with all of you in the years ahead. Let's get started.

Message from Director

Audrey Rochette
Director of Indigenous Initiatives

Working on the Indigenous Education Strategy has been a form of healing for me. As the daughter of a residential school survivor my lens within education has been shaped by my lived experience, my family's experiences. Working in such a great community has given me the courage to share my story and the stories of my colleagues into the *Review of George Brown College Truth and Reconciliation and Anti-Racism/Diversity (2019)*. Building off this work has been essential. The voices and stories shared with me, to get us to this point are just the beginning. The Indigenous Education Strategy is a living, fluid document. As community members at George Brown College, we can work together to layer and weave new stories into our collection vision as we strive towards mino-bimaadiziwin, a good life and a good mind.

Miigwech kiin awiiya.

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"This is a place for students to learn about themselves and retrace their steps."

Knowledge & Wisdom Keeper
Pauline Shirt

georgebrown.ca/indigenous

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