

FLO Friday: Integrating Indigenous Values Frameworks in Curriculum Design

Feb 06 | NATASHA PARRISH

Hello Who am I?!

- Sk'ing Iúudas *Natasha Parrish*
- She/her
- Born and raised in *Victoria* Miktoli
- English and Haida ancestry
- Indigenous education 10+ years
- MA of Indigenous Nationhood (UVic)
- Passionate about Indigenous resurgence
- Education Developer Indigenization at Camosun College and co-founder of Indigenous Roots Coffee Co.

Fort Rodd Hill - Teechamistsa



Hello Who are my teachers



Grounding Ourselves



Map from www.IMAWG.ca



Pulling Together Image by Kwakwaka'wakw artist Lou-ann Neel / CC-BY-NC



Map Credit: The Salish Sea Map ©Deborah Reade Perpetual Salish.ca

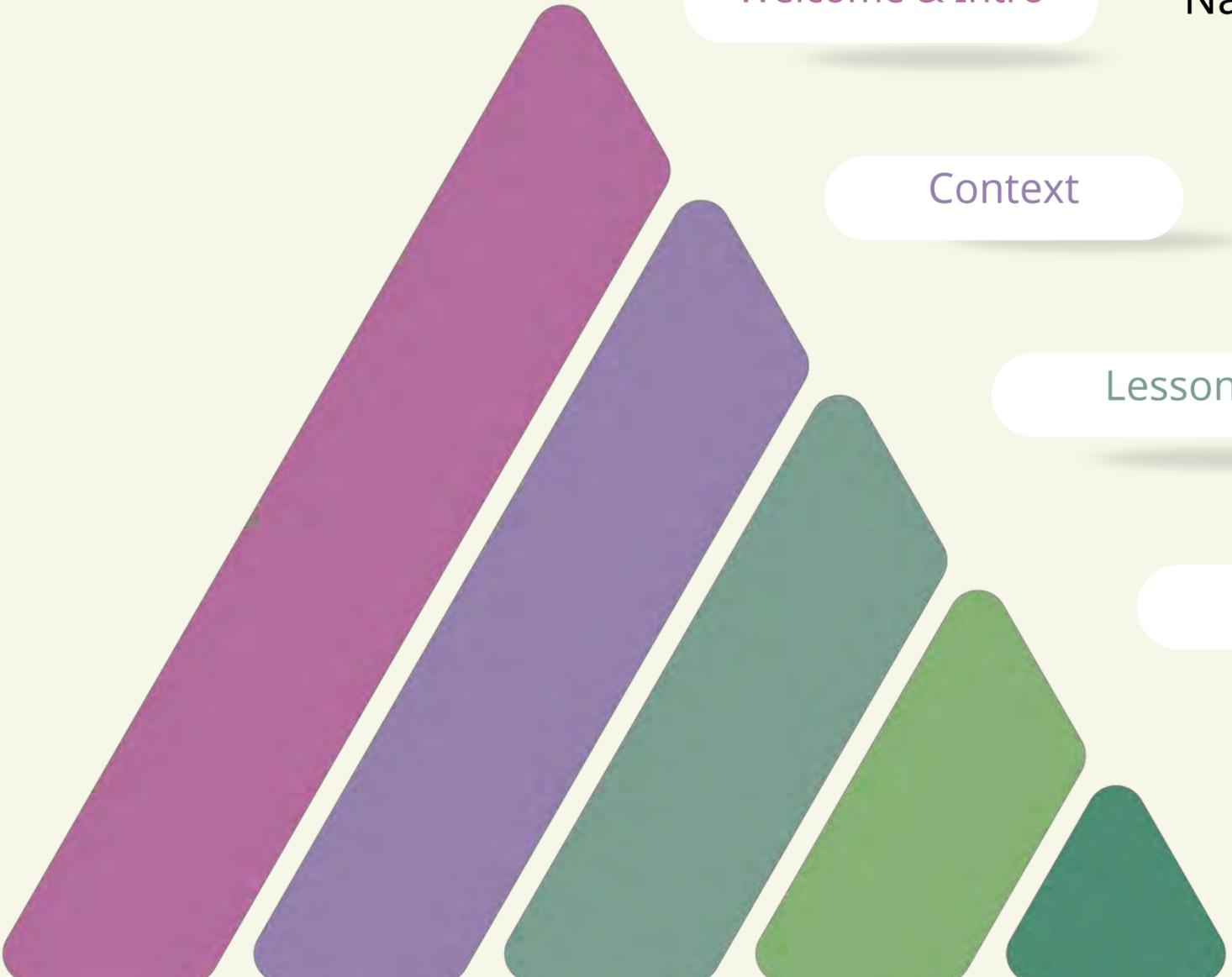
Grounding Ourselves



Pulling Together Image by Kwakwaka'wakw artist Lou-ann Neel / CC-BY-NC The image represents time-honoured human connections of First Peoples travelling.

Her work was inspired by the ocean-going canoes on the Salish Sea.

What are we doing today?



Welcome & Intro

Natasha sharing and grounding ourselves

Context

Time Immemorial & DRIPA

Lesson

Haida Principles & the Circle of Courage

Activity

Course Alignment Activity

Discussion

Questions & Comments



Time Immemorial/ Beginning Times

A phrase used to describe the temporal depth of Indigenous connections with ancestral lands.*

15,000+ Years Ago

14000YA Settlement in Heiltsuk Territory ~Present day Bella Bella, BC

14000YA Oral histories of the first lodgepole pine trees ~Present day Haida Gwaii, BC

12000YA Fossilized Footprints ~Present day Calvert Island, BC

11000YA Domestic Dog, Knives & Tools ~Present day Haida Gwaii, BC

11000YA Glacial Flood ~ Present day BC

& Great Flood Story~ Squamish, BC

10,000 Years Ago

8500YA Kennewick Man ~Columbia River, WA

8000YA Camas Gardens ~ Garry Oak Ecosystem Begins ~ see map

7000YA Hazelnut Cultivation ~ BC

6000YA Buffalo Drives & Jumps until 19th Century ~Foothills of the Rocky Mountains, BC&AB

5000YA Salish Woolly dog Coast Salish & Nuu-chah-nulth Territories

**Extinct Woolly Dog Analyzed...with Coast Salish Co-authors by AMNH on Dec 14, 2023

*'Histories of Indigenous Peoples and Canada' Copyright © by John Douglas

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Time Immemorial/ Beginning Times

A phrase used to describe the temporal depth of Indigenous connections with ancestral lands.*

5,000 Years Ago

5000YA Pyramids in the Americas

5000YA The Sacred City of Caral-Supe ~ Andean Region

3600YA The Shang Dynasty ~Present day China

3500YA Clam Garden Technology ~Pacific Northwest

2000YA Height of the Roman Empire ~Present day Italy

500YA Renaissance Era ~Present day Europe

500YA Columbus encounters Taíno Peoples ~Present day Caribbean

Present Day

Residential Schools 1831-1996

The Gradual Civilization Act 1857 Small Pox reintroduced 1862

Confederation of Canada 1867 The Indian Act 1876

Truth and Reconciliation

Declaration of the Rights of Indigenous Peoples Act 2019

Commission 2015

**Clam Garden Network -<https://www.clamgarden.com/intro-to-cg>

*'Histories of Indigenous Peoples and Canada' Copyright © by John Douglas Belshaw



Context & Colonialism

- Accepting the full history of this place
- Accepting and supporting the self-determination of First Nations where you work (BC context)
- Researching and aligning yourself to the lands and histories where you live/where you grew up
- Acknowledging who you are and how you got here
- Recognizing we work within colonial institutions
- Articulate your learning journey so far
- Determine what is your institution / program doing already towards Indigenizing and decolonizing?

Context & Colonialism

Poll Question

Mark all that apply to you

- I can articulate a Territorial Acknowledgement in various settings
- I am familiar with the concept of distinctions based-approach/ self-determination
- I have read through the Declarations of Rights of Indigenous Peoples Act of BC
- I understand the difference between Indigenizing and decolonizing

Context & Colonialism

Indigenizing and decolonizing

“If we think about decolonization as the un-doing or unsettling of colonial power and structures and ways of learning and teaching, then Indigenization can be seen as the re-doing or reaffirming of education to include Indigenous ways of knowing, thinking, feeling and being. It involves elevating the voices of Indigenous peoples, elevating traditional, and cultural knowledge....”

Queen's University, Defining decolonizing and Indigenizing

Context & Colonialism

The Declarations of the Rights of Indigenous Peoples' Act of BC

Aboriginal Rights and Title emerges from Indigenous Peoples' relationship to their Territories since time-immemorial. It is important to recognize that Aboriginal Rights and Title does not come from Canadian law, but from Indigenous jurisdiction and law.

DRIPA passed unanimously in the B.C. legislature on November 26, 2019

Four themes in the act include

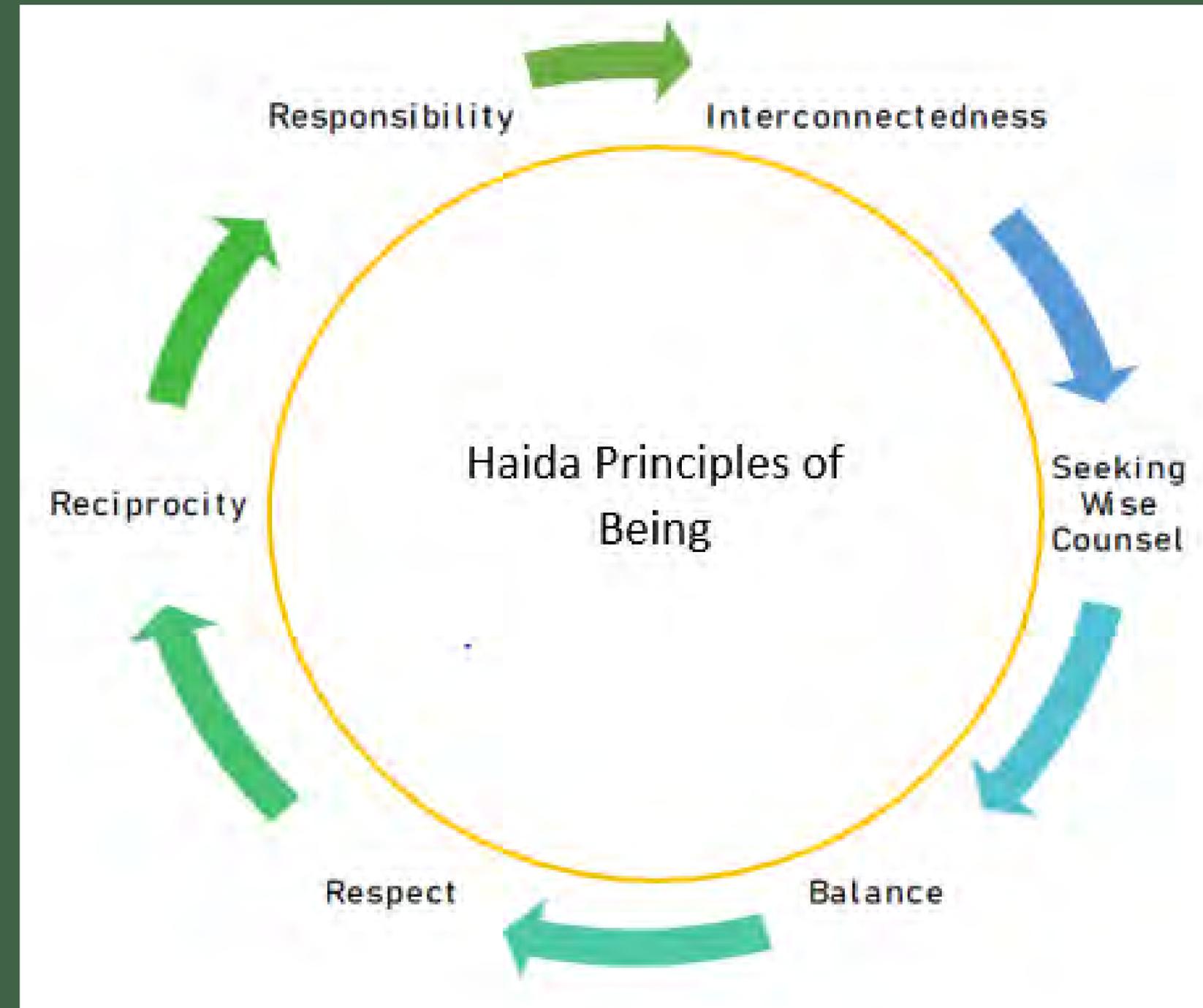
- a. Self-Determination and Inherent Right of Self-Government (p10)
- b. Title and Rights of Indigenous Peoples (14)
- c. Ending Indigenous-specific Racism and Discrimination (18)
- d. Social, Cultural and Economic Well-being (22)

Haida Principles of Being

Six laws and philosophies emerged from place (natural world and people).



Map from <https://parks.canada.ca>

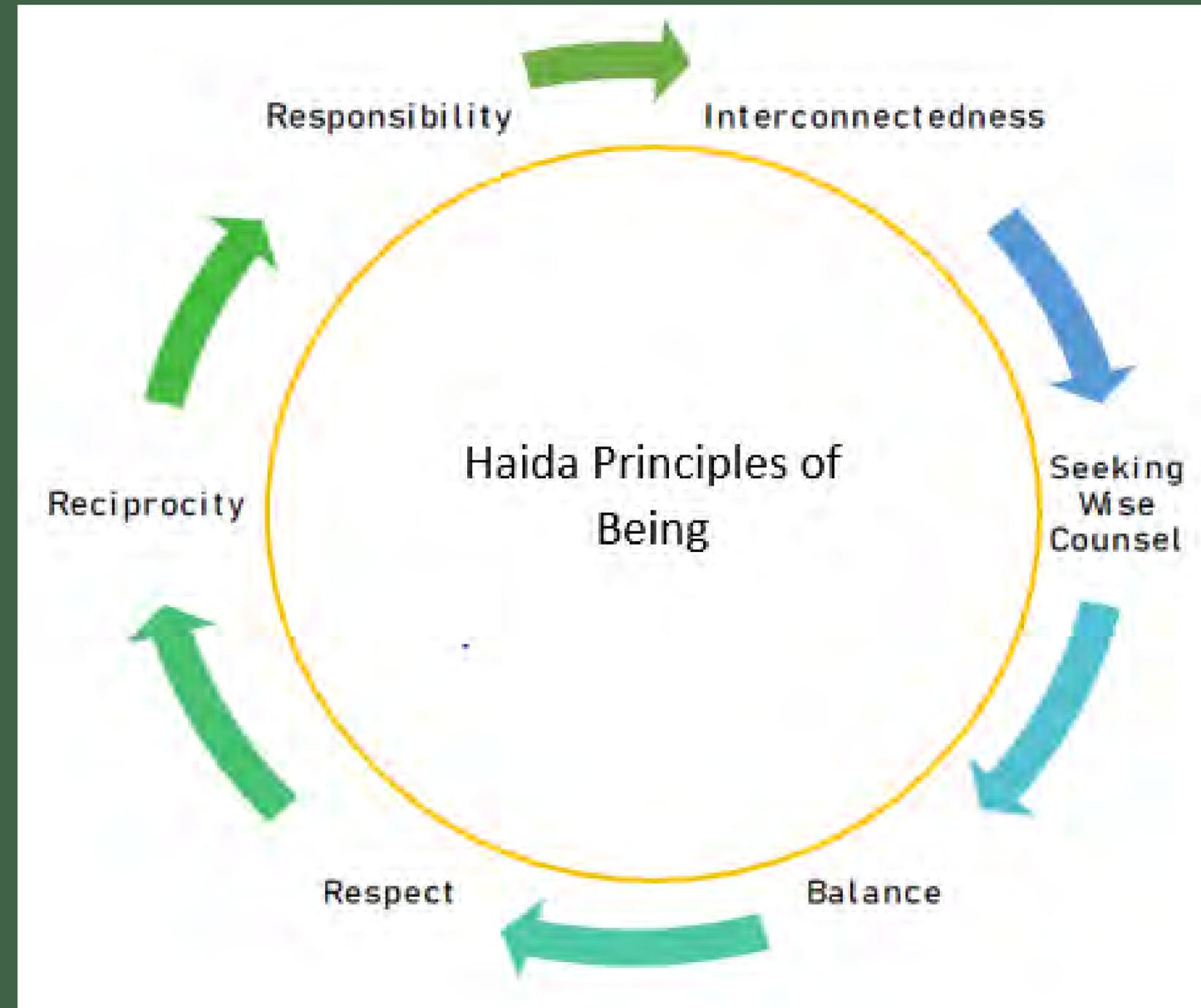


Haida Principles of Being

Let's explore the Haida Gwaii Pledge [website](https://www.haidagwaii.ca/pledge)



Map from <https://parks.canada.ca>



The Circle of Courage

The Circle of Courage and Positive Psychology

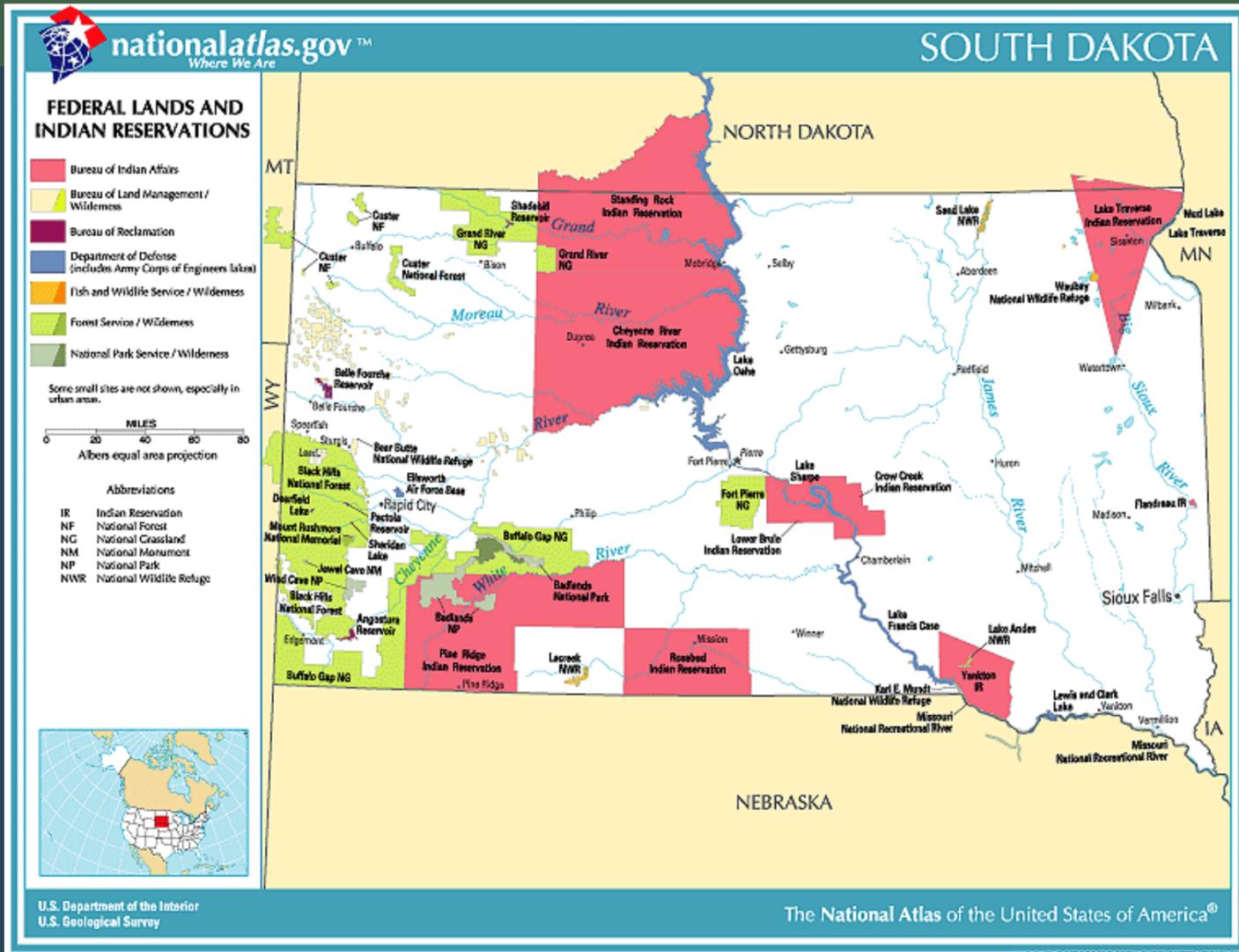
Larry K. Brendtro, Martin Brokenleg, and Steve Van Bockern



“The Circle of Courage identifies four universal needs of all children: Belonging, Mastery, Independence, and Generosity. When these needs are met, children grow and thrive. But when these growth needs are frustrated, multiple problems follow. The Circle of Courage defines problems of youth in terms of strengths and developmental needs. These principles are grounded in resilience science and positive psychology.”

[Image References](#)

The Circle of Courage



Courage
noun (a quality)
cour·age 'kər-ij

mental or moral strength to venture, persevere,
and withstand fear, or difficulty

Map from National Atlas Public
Domain

The Circle of Courage

Resilience Research	The Circle of Courage	Self-Worth Research
Attachment Motivation to affiliate and form social bonds	Belonging Opportunity to establish trusting connections	Significance The individual believes "I am appreciated."
Achievement Motivation to work hard and attain excellence	Mastery Opportunity to solve problems and meet goals	Competence The individual believes "I can solve problems."
Autonomy Motivation to manage self and exert influence	Independence Opportunity to build self control and responsibility	Power The individual believes "I set my life pathway."
Altruism Motivation to help and be of service to others	Generosity Opportunity to show respect and concern	Virtue The individual believes "My life has purpose."

© Circle of Courage

The Circle of Courage



The Circle of Courage



The Circle of Courage

INDEPENDENCE

STRENGTH
POWERFUL
ASSERTIVE
CONFIDENT
SELF-CONTROL
OPTIMISM



WEAKNESS
IMPOTENT
COERCED
UNASSURED
MISLED
FUTILITY

The Circle of Courage

GENEROSITY

STRENGTH

PURPOSE

EMPATHY

KINDNESS

FORGIVING

RESPECTFUL



WEAKNESS

EMPTINESS

RANCOUR

EXPLOITING

VENGEANCE

DISRESPECTFUL

Indigenous Values Frameworks

There are a number of publicly available Indigenous Values Frameworks

*Consider who you are and where you live/are from when identifying a framework for course alignment

- The 5 R's
- The Seven Sacred Teachings
- Two-Eyed Seeing
- First Peoples' Principles of Learning
- Metis Values
- First Nations Holistic Lifelong Learning Model
- W̱SÁNEĆ Values
- Pedagogy of Peace

Indigenous Values Frameworks

Poll Question

Mark all that apply to you

- I can see how I might integrate these philosophies into my teaching / workplace
- I have seen an Indigenous Values Framework used in education settings before
- I am familiar with local teachings
- Local teachings/Values Framework are available to me to use



Course Alignment Activity for Indigenizing

Q&A

Please put your
questions /comments in
the chat!

Lou-ann Neel / CC-BY-NC

