

# Committee for Acting on the Recommendations from the Indigenous Education Senate Sub-Committee

## Terms of Reference

### Preamble

Considering the following calls, commitments, and actions:

- UNDRIP Article 14:** “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. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. 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.”
- TRC Calls to Action 62 – 65:** “We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: 1) Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students. 2) Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. 3) Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms. 4) Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including: 1) Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools. 2) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. 3) Building student capacity for intercultural understanding, empathy, and mutual respect. 4) Identifying teacher-training needs relating to the above. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.
- Manitoba Collaborative Indigenous Education Blueprint:** The signatories committed to 1) Engaging with Indigenous peoples in respectful and reciprocal relationships to realize the right to self-determination, and to advance reconciliation, language and culture through education, research and skill development; 2) Bringing Indigenous knowledge, languages and intellectual

traditions, models and approaches into curriculum and pedagogy; 3) Promoting research and learning that reflects the history and contemporary context of the lives of Indigenous peoples; 4) Increasing access to services, programs, and supports to Indigenous students, to ensure a learning environment is established that fosters learner success; 5) Collaborating to increase student mobility to better serve the needs of Indigenous students; 6) Building school and campus communities that value diversity, foster cultural safety and are free of racism; 7) Increasing and measuring Indigenous school and post-secondary participation and success rates; 8) Showcasing successes of Indigenous students and educators; 9) Reflecting the diversity of First Nations, Inuit and Metis cultures in Manitoba through institutional governance and staffing policies and practices; and, 10) Engaging governments and the private and public sectors to increase labour market opportunities for Indigenous graduates.

4. **Brandon University Indigenous Education Senate Sub-Committee**, which reviews the existing academic programs, services, and institutional initiatives conducted in support of Indigenous Education within the context of the ten point commitment in the Indigenous Education Blueprint recently signed and assists the university to fulfill its Academic Vision pertaining to engaged citizenship and leadership through enhancing the understanding and knowledge for all students, faculty, and staff about the role, history, knowledge and contributions of Indigenous communities in shaping Canada today and in the future.

This committee was formed in June 3, 2021, as an ad hoc committee of Education Faculty Council to examine how the Faculty of Education could provide more equitable and accessible education for students who identify as Indigenous, and bring Indigenous perspectives to the faculty of Education as part of ongoing reconciliation. The committee was approved as a standing committee of the Education Faculty Council on May 9, 2022.

## **The mandate of the Committee is as follows:**

- 1) To recommend to Education Faculty Council actionable academic and strategic items for the faculty-based committee initiatives and the Indigenous Education Blueprint;
- 2) To create and oversee the work of a series of targeted working groups as needed and tasked with the following objectives:
  - a) To find opportunities to pursue and actions to enhance our existing Indigenous Education initiatives, teaching approaches, programs, faculty development, research, scholarly and creative activities, community engagement, and services;
  - b) To determine learning and awareness opportunities that we might expect all students to acquire, and to set benchmarks for the recruitment, retention and graduation outcomes for Indigenous students at BU within the context of the Blueprint;
  - c) To prioritize a range of institutional changes to programs, research, scholarly and creative activities, community engagement, services and partnerships that can benefit the BU community in support of the Blueprint.

## **Governance**

The Indigenous Education Committee is a Subcommittee of Education Faculty Council (EFC).

## **Committee Membership**

The Committee is to be comprised of:

- A minimum of 4 interested faculty members
- 2 interested graduate or undergraduate students
- Director of PENT (ex officio)
- 1 representative from the Indigenous Peoples' Centre / Indigenous Advisor to the President (ex officio)

## **Report**

The Committee reports to and makes recommendations to EFC.

## **References**

United Nations Declaration on the Rights of Indigenous Peoples  
<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

Truth and Reconciliation Commission Report

<http://nctr.ca/reports.php>

TRC Calls to Action

[http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls to Action English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

Manitoba Collaborative Indigenous Education Blueprint

<https://www.mcieb.ca/translations.html>

IESSC Terms of Reference

<https://www.brandonu.ca/indigenous/files/IESSC-Terms-of-Reference-March-13-2018-1.pdf>