

LINK TO VIDEO INTERVIEWS QUESTION 1:

<https://youtu.be/RkYCT7uBAnQ>



<http://bit.ly/2tCTuTN>

Synopsis: This series provides guiding principles for selecting Indigenous texts to use in the classroom and ways to use these texts to deepen understanding and foster reconciliation. This guide is supported by video interviews with Indigenous educators.

Key Understandings:

- Who is the author and/or illustrator? Where are they from? Who are their people?
- How authentic is the voice? Is it told from an Indigenous lens and/or non-Indigenous lens?
- Consider the tone and content of the story. Is the story told in a respectful way *with* Indigenous people, not *about* them?
- Does it honour Indigenous ways of knowing/doing, oral or creation stories?
- Is the message appropriate for the age and maturity of your students?
- Does it portray modern, accurate information? Consider moving away from texts that are 20 years or older.
- Does it perpetuate stereotypes, bias and/or myths?

Questions for Reflections and Discussion:

- Seek varied texts. What aspects of past and present every day lived experiences still need to be told?
- Are there any texts in your collection that you might want to weed out and replace?
- What new experiences and stories can you tell together?
- How might you connect with an Indigenous author?

Additional Resources:

- [ARPDC Book Talks](#) - 7 Videos: K-3, Gr 4-8, Graphic Novels, Informational Texts, Métis Stories, Graphic Novels, Contemporary Literature and Post-Colonial Literature
- EPSB Resource - Indigenous Booklists and Books to Weed Out <http://bit.ly/Weedingoutbooks>
- ARPDC - Annotated Indigenous Booklists

Acknowledgement:

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