

LINK TO VIDEO INTERVIEWS QUESTION 6:

<https://youtu.be/GJF0L4zQt6w>

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.



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

Key Understandings:

- Teachers can facilitate spaces that open doors and minds. Encourage students to question and critique history, build global empathy, know where they are from and acknowledge territory.
- Invite students to become co-creators of curriculum. Help them incorporate new learnings in their own life and navigate how they wish to become actively involved in Reconciliation.
- Reconciliation is a daily process: Each day we seek to better know our history, our ancestors, how we feel today and where we are going tomorrow.

Questions for Reflection and Discussion:

- How can a teacher be a proponent of change in the Alberta classroom?
- How does a teacher practitioner create a safe place for 'free thinkers' to debate, discuss, discern and talk about a revolution of thoughts?
- In 20 years, what new story do we want our children to tell - in their university classes? In their jobs? To their families?
- Just the simple act of buying Indigenous literature is a political act. How might we support Indigenous authors? Does our school library have 100 plus titles written by indigenous authors/illustrators?

Additional Resources:

[The Kairos Blanket Exercise](#)

[Project of Heart](#)

<http://bit.ly/2ujAMA4>

Acknowledgement:

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