

Framework for Indigenization of Teaching and Learning

FRAMEWORK FOR ACTION

This framework defines our vision for a university invested in Indigenization and decolonization of teaching and learning. Bringing together the priorities and principles of the [ohpahotân | oohpaahotaan Let's Fly Up Together Indigenous Strategy for the University of Saskatchewan](#) and the growing and innovating teaching practices of [The Gwenna Moss Centre for Teaching and Learning](#) will help make the vision a reality. Working closely with colleges, schools, and departments, we will seek out educators invested in Indigenization and decolonization. We will work closely with them to enhance teaching and learning with transformative actions that exemplify the spirit of weechihitowin (supporting and helping each other).

The path to Indigenization and decolonization of teaching and learning will look different for each college, school and department. Working together with The Gwenna Moss Centre for Teaching and Learning Indigenous Education Initiatives Team and the Office of the Vice-Provost Indigenous Engagement Strategic Team will provide an opportunity to draft a plan that will meet the needs of educators and learners.

The framework for action will support colleges, schools, and departments with strategic implementation of Indigenization and decolonization of teaching and learning. The identified actions will act as a roadmap that can be tailored to meet the needs of each group.

STAGE 1: Collaborative Leadership

Beginning the work of Indigenization of teaching and learning will require an attentive analysis of current practice at the college, school, and department level. Relationship with the Office of the Vice-Provost Indigenous Engagement and The Gwenna Moss Centre for Teaching and Learning will provide clarity of criteria for Indigenization of teaching and learning. Inclusion of Indigenous learner voice will identify systemic needs and barriers. Decisions about instruction, assessment, and curriculum will be made in partnership with Indigenous community.

KEY ACTIVITIES DEFINING STAGE 1 INCLUDE:

- Recognizing kēhtē-ayak (Elders), lii Vyeu (The Old People), and Traditional Knowledge Holders as leaders and educators inside and outside the classroom.
- Honouring Indigenous protocols, including ceremonies, gifting, and proper introductions.
- Relationships are built on trust and are guided by respect, reciprocity, and responsibility. Time taken to grow relationships will be honoured.
- Successful Indigenization of teaching and learning will be seen in community impact, healing, and growth in learner confidence.

STAGE 2: Phased Approach for the Indigenization of Teaching and Learning Framework

Upon creating a common vision for Indigenization of Teaching and Learning, the university, colleges, schools, and departments will come together to help us achieve the goal. A commitment from all involved in education will affect change on a systemic and wholistic level.

KEY ACTIVITIES DEFINING STAGE 2 INCLUDE:

- Establishing compelling imperatives for inclusion of Indigenization of teaching and learning at the university level.
- Creating informed, invested learning communities dedicated to advancing Indigenization of teaching and learning within colleges, schools, and departments.
- Building awareness of Indigenization of teaching and learning throughout the university community and offer educational sessions.
- Reviewing current instruction, assessment, and curriculum for areas that can be enhanced with Indigenous pedagogy.

STAGE 3: Relational Integrity

The Framework for Indigenization of Teaching and Learning will be sustainable through relational integrity – the commitment to be accountable to all our relations. Rooting this work in trust, reciprocity, and shared responsibility will uphold the integrity of our relationships with Indigenous kēhtē-ayak (Elders), Iii Vyeu (The Old People), Traditional Knowledge Holders, learners, and educators.

Relational integrity will guide our teaching, learning, and leading – ensuring our actions are respectful, cultural, and ethical. Through these relationships, the Framework for Indigenization of Teaching and Learning will be responsive and transformative across generations.

KEY ACTIVITIES DEFINING STAGE 3 INCLUDE:

- Creating and maintaining positions for Elders-in-Residence, Indigenous curriculum developers, and cultural advisors for all colleges, schools, and departments.
- Identifying and communicating Indigenous pedagogies as educational strategies that can meet and exceed learning outcomes.
- Engaging with Indigenous communities, kēhtē-ayak (Elders), Iii Vyeu (The Old People), and Traditional Knowledge Holders before designing curriculum.
- Continuously examine conscious and unconscious bias, privileges, and positionality.

STAGE 4: Responsiveness

This is a living framework that that will grow, adapt, and respond to the lived reality of those it intends to support. It is not fixed, it is guided by the wisdom of the kēhtē-ayak (Elders), Iii Vyeu (The Old People), and Traditional Knowledge Holders who recognize the need for such a document. It will respond to the evolving needs of learners and educators as changes are realized.

KEY ACTIVITIES DEFINING STAGE 4 INCLUDE:

- Planning and conducting for regular feedback cycles from Indigenous learners and community partners.
- Adapting curriculum to reflect local Indigenous histories, languages, and knowledge systems.
- Avoiding rigidity in policy and procedure – allow programs to evolve based on Indigenous guidance.
- Demonstrate humility and openness in teaching and learning – showing that responsiveness is a strength.