

Backgrounder

Indigenous Education Principles Emerging from National PSE Organizations

(1) In December, 2014, Colleges and Institutes Canada (CICan) launched its **7 principles of indigenous education protocol for Colleges and Institutes**. The coverage of the launch suggested, "This aspirational document supports colleges' and institutes' commitment to Indigenous education and provides a vision of how they can strive to improve their practices and better serve Indigenous peoples." See more of the story at: <http://www.collegesinstitutes.ca/news-centre/news-release/cican-launches-indigenous-education-protocol-for-colleges-and-institutes/#sthash.JYHGMgSE.dpuf>

The detailed version of the seven principles can be found at: <http://www.collegesinstitutes.ca/policyfocus/indigenous-learners/approaches-and-exemplary-practices-to-guide-implementation>

The 7 principles include:

1. Commit to making Indigenous Education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples to curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with on-going appointments throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centric holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

(2) At the end of June, 2015 Universities Canada released a statement outlining **13 principles on Indigenous Education**. These principles can be found at: <http://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education>

The 13 principles include:

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.

3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus.
8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.
10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.
12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.