



HONOURING INDIGENOUS KNOWLEDGES, HISTORIES AND PERSPECTIVES

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| Superintendent Responsible: Superintendent of Education, Indigenous Education | Initial Effective Date: 2017/01/30 |
| Last Updated: 2022/05/30 | Next Review Date: 2025/06/13 |

Policy Statement:

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations of the Grand River and Mississaugas of the Credit territories are located within our board community. The legacy of residential schools, and colonialism, continues to be felt today by these communities, as well as by the Metis, Inuit and urban First Nations families and students we serve. As part of reflecting its community, Grand Erie supports the Calls to Action of the TRC through a set of actions which serve to honour Indigenous histories, knowledges, and perspectives.

Grand Erie acknowledges the diversity of Nations across Turtle Island. Where possible, the specific nation's name will be used; otherwise, the term *Indigenous* will be referenced in print, or otherwise.

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including numbers 62 and 63 specifically focused on education.

For the purposes of this policy, the Grand Erie District School Board will focus on 63 ii, iii, iv as expectations for the system.

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
 - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
 - iv. Identifying teacher-training needs relating to the above.

Reference(s):

- Honouring Indigenous Knowledges, History and Perspectives (PR-002)
- Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015