



Boundaries, Hard Conversations, & Mistakes:

A Learning Progression for Engaging Indigenous Topics in the Classroom

with Joaquin Muñoz & Kyle McKillop



Acknowledgement & Ways of Being



Objectives

- I can use progressions to reflect on my growth in engaging Indigenous topics
- I can use the progressions to plan my next steps in engaging Indigenous topics



Shape of the day

1. Background knowledge
2. Sharing the learning progressions
3. Collaborating to unpack & apply the progressions
4. Sharing out on our thinking
5. Reflecting on next steps



Background knowledge

Green sticky:

- What is one of your strengths in Indigenous ways of knowing, being, and doing?

Pink sticky:

- What is one way you want to grow in your understanding of Indigenous ways of knowing, being, and doing?



Aspects

- Cultural exposure
- Hard conversations
- Knowing the “boundaries”



Learning progression

A sequence or ordering of expectations for a set of skills



Cultural exposure

Learning Indigenous ways of knowing, being, and doing

(Of course, there is no one way, since there are thousands of nations and cultures in so-called North America.)



Hard conversations

- Sensitive topics
- The heaviness of inflammatory statements
- How to proactively facilitate?



Knowing the boundaries

- We often feel insecure in our knowledge
- We feel responsible for knowing everything
- We worry about consequences
- We wish for a critical lens to navigate new learning

Aspect	Not addressed	Beginning	Developing	Expanding	Consolidating
<i>Cultural exposure (Example)</i>	<i>I didn't do anything</i>	<i>I took my kids to Orange Shirt Day</i>	<i>I took my kids to Orange Shirt Day and debriefed</i>	<i>I explored relevant history and literature with my students and took them to OSD to mark our learning</i>	<i>I created opportunities for my students to explore relevant history & literature, and they chose to celebrate OSD as a marker of their own learning.</i>
Cultural exposure aka IWOKBD	Avoidance of culture in the classroom	Has students experiencing culture unintentionally or passively	Is choosing to learn and talk about IWOKBD	Actively pursues opportunities to interact with and learn critically from IWOKBD in the classroom	Designs classroom experience around culturally responsive pedagogy
Hard conversations: proactive facilitation	Avoiding hard conversations	Acknowledging the need but not sure how to proceed	Is learning how to explore hard conversations	Has some cultural understanding and explores hard conversations as they arise. Knows what NOT to talk about as well—like the myth of primitivity & modernizing.	Has the cultural exposure and willingness to guide explorations of hard things

Hard conversations: responding to inflammatory statements from students	Ignoring or pretending not to hear the harm	"We don't say those things here." The situation is addressed on the surface.	The situation is addressed punitively: something is done to the child because they did something to someone else.	Creates opportunities for students to reflect on the harm caused and develop awareness of other ways of knowing and being.	Can guide students through restorative processes in relation to the statement and address larger issues related to the immediate situation.
Knowing the "Boundaries" Insecurities	I do not interact with Indigenous ideas, topics, themes	I'm hesitant to consume IITT because it's outside of my experience and understanding	I'm consuming IITT but unsure if I can share it because of the content or because I may get it wrong	I'm consuming and sharing IITT and growing community which supports me in this	I'm in relation with IITT and the communities they come from
Knowing the "Boundaries" Permissions	No interaction with Indigenous ideas, topics, themes	Passively consumes Indigenous ideas, topics, themes without critical lens	Takes first steps from passive into active consumption, guided by knowledgeable supports that provide a critical lens	Actively consumes, using critical lens, supported by engagement with "critical friends" to support and develop awareness	Active engagement (not just consumption), with reflexive checks on relationships to IWOKB&D Move critical friends here?



Transform

Your turn! Consider a challenge faced by teachers & the different levels of potential response.

Read your challenge carefully, and consider all of the different ways a teacher might respond to the challenge. Create an example for each different level of the progression. Stuck? Try role playing!

Clearly describe how the responses are distinct and unique; what really makes a particular response beginning versus developing? There is no single correct answer.

Extension activity: try figuring out another aspect!



Debrief

- How did it go?
- How do you feel as you move forward?



Reflection

1. Where are you now on the matrix?
2. Where do you aim to be on the matrix over the next year?
3. What do you need to know more about to get there?
4. Who will help you get there? Who will be your community and accountability?
5. What is one tangible next step you plan to take? When will you start it?

Thank you!

Stay in touch on your journey!

Kyle McKillop:

mckillop_k@surreyschools.ca

<https://mistermckillop.wordpress.com>

Joaquin Muñoz

joaquin.munoz@ubc.ca