

Learning Progressions for Teachers Engaging with Indigenous Topics in the Classroom

Aspect		Not addressed	Beginning	Developing	Expanding	Consolidating
Cultural Exposure	Model Progression Orange Shirt Day	<i>I didn't do anything</i>	<i>I took my students to Orange Shirt Day</i>	<i>I took my students to Orange Shirt Day and debriefed</i>	<i>I explored relevant history and literature with my students and took them to Orange Shirt Day to mark our learning</i>	<i>I created opportunities for my students to explore relevant history & literature, and they chose to celebrate Orange Shirt Day as a marker of their own learning.</i>
	Indigenous Ways of Knowing, Being, and Doing	Avoids culture in the classroom	Has students experience culture unintentionally or passively	Chooses to learn and talk about Indigenous ways of knowing, being, and doing	Actively pursues opportunities to interact with and learn critically from Indigenous ways of knowing, being, and doing in the classroom	Designs classroom experience around culturally responsive pedagogy
Hard Conversations	Proactive Facilitation	Avoids hard conversations	Acknowledges the need for hard conversations but is 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 <i>not</i> to talk about as well (e.g. the myth of primitivity and modernizing)	Has the cultural exposure and willingness to guide explorations of hard things
	Responding to Inflammatory Statements from Students	Ignores or pretends 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	Guides students through restorative processes in relation to the statement and address larger issues around the situation
Knowing the “Boundaries”	Insecurities About Teaching Indigenous Ideas, Topics and Themes	Does not interact with Indigenous ideas, topics, themes	Is hesitant to consume Indigenous ideas, topics, themes because it’s outside of their experience and understanding	Consumes Indigenous ideas, topics, themes but is unsure about sharing because of content or the fear of getting it wrong	Is consuming and sharing Indigenous ideas, topics, themes while growing community which supports them in this	Is in relation with Indigenous ideas, topics, themes and the communities they come from
	Permissions	Does not interact with Indigenous ideas, topics, themes	Passively consumes Indigenous ideas, topics, themes without a critical lens	Takes first steps from passive into active consumption, guided by knowledgeable supports that provide a critical lens	Actively consumes using a critical lens, guided by knowledgeable supports	Actively engages with Indigenous themes, supported by “critical friends”, with reflexive checks on relationships to Indigenous ways of knowing, being, and doing